



# Executive Summary

## School Accountability Report Card, 2010–11

<b>Address:</b>	2315 34 <sup>th</sup> Street, Sacramento, CA, 95817	<b>Phone:</b>	(916) 277-6200
<b>Principal:</b>	Will Jarrell	<b>Grade Span:</b>	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

Sacramento Charter High School is a college-prep, public charter school serving students in grades 9 – 12. Sac High’s college-going culture is designed to give all students the opportunity to be accepted to and attend college. Under this model, Sac High is divided into four themed learning communities, each adhering to the same college-focused principles starting from freshman year. The learning communities afford students the opportunity to pursue individual career interests through specialized internships and classes. The learning communities are: Law & Public Service, Math, Engineering & Health Sciences, School of the Arts, and Business & Communications.

Sacramento Charter High School has experienced recent gains in API and state and similar schools ranks that demonstrate the changes that have occurred at the school since becoming a charter in 2003. A longer school day with more time in class, weekly professional development for teachers, and increased expectations for graduating are just a few of the factors contributing to the successes at Sac High.

#### Vision

To create one of the finest urban public high schools in America.

#### Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

#### 5 Pillars

High Expectations   Choice & Commitment   More Time   Focus on Results   Power to Lead

### Student Enrollment

Group	Enrollment
Number of students	901
Black or African American	55.0%
American Indian or Alaska Native	0.4%
Asian	4.2%
Filipino	0.2%
Hispanic or Latino	28.6%
Native Hawaiian or Pacific Islander	1.2%
White	2.6%
Two or More Races	7.7%
Socioeconomically Disadvantaged	71.4%
English Learners	15.2%
Students with Disabilities	8.0%

### Teachers

Indicator	Teachers
Teachers with full credential	43
Teachers without full credential	5*
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

\* Intern credential or charter school non-certificated teacher

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	786
Statewide Rank (from 2010 Base API Report)	7
Similar Schools Rank	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 18
2011–12 Program Improvement Status (PI Year)	Year 4

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	46%
Mathematics	30%
Science	57%
History-Social Science	67%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## School Facilities

### Summary of Most Recent Site Inspection

The Sac High campus was last inspected on November 17, 2011. Minor violations that were noted in the initial inspection and subsequently corrected (as indicated in the follow up report based on the follow-up visit on January 11, 2012).

The violations included:

1. Items obstructing the path of egress in rooms
2. Ensure all cloth items in rooms are treated with a State Fire Marshal approved material or removed
3. Remove all extension cords being used as permanent wiring in rooms
4. All junction/device boxes shall have approved covers installed
5. All appliances shall be plugged directly in to a permanent receptacle in rooms
6. Mitigate all daisy chaining in rooms
7. All missing ceiling tiles shall be replaced in rooms
8. Construction shall be repaired for the Gym, East Stairwell (Ceiling on Mezzanine level)
9. Torches/stoves shall be disconnected from their fuel sources when not in use
10. Fire lane in front of the gym shall be repainted.
11. Storage within 18 inches of the sprinklers shall be removed in rooms

### Repairs Needed

1. ADA signs
  - a. Missing on multiple rooms
  - b. Inaccurate on west wing
2. Campus grounds
  - a. Multiple dirt patches on campus – should have shrubs or concrete.
  - b. Drains on east and west wings are not adequate to handle rain. SCUSD crews have noticed and recommended larger drain pipes. Substandard spouts were installed during modernization.
  - c. Large pot hole in pavilion parking lot. Smaller pot holes in field house parking lot.
  - d. Trees near baseball diamond are growing onto baseball backstop and will create damage to backstop soon if not addressed. Trees in bullpen area as well as back parking lot need to be maintained as well.
  - e. Fountain in front of school does not work. Have had interest from community to repair as a community project.
  - f. Cement walkway behind east wing has a deep fall off into a dirt patch that is a hazard – especially for a disabled student. Multiple requests for over a year have not produced results.
3. Buildings, rooms and other structures
  - a. Major drywall damage in the field house locker room and coach's office.
  - b. Drywall damage in pavilion. Ceiling leaks have created dry-rot in multiple areas.
  - c. Multiple surveillance cameras are not working.
4. Heating/AC
  - a. Boiler in pavilion is not working; have had to hold multiple practices /games with no heat during the winter months.
  - b. Multiple East Wing heating units do not work. Have not had heat in multiple east wing classrooms for over a month.
  - c. Heating units for field house gym do not work. These units have not worked all year.
  - d. A/C unit fell out of wall in weight room (because of dry-rot wall). Needs to be replaced.

## Corrective Actions Taken or Planned

1. Work orders have been submitted to SCUSD for all repairs needed.
2. Additional communication has been made in some cases to express urgency.
3. SCUSD is working actively on heating issues.

## Curriculum and Instructional Materials

Core Curriculum Area	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%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,516.21
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate	85.78

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0*
2010 Graduates Who Completed All Courses Required for University of California or California State University Admission	90.6%

\*Not offered at this school



# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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 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

### Ed-Data Partnership Web Site

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

### 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., 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.

### 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		Chartering District	
School Name	Sacramento Charter High	District Name	Sacramento City Unified
Street	2315 34 <sup>th</sup> Street	Phone Number	(916) 643-9000
City, State, Zip	Sacramento, CA, 95817	Web Site	<a href="http://www.scusd.edu">www.scusd.edu</a>
Phone Number	(916) 277-6200	Superintendent	Jonathan Raymond
Principal	Will Jarrell	E-mail Address	<a href="mailto:superintendent@sac-city.k12.ca.us">superintendent@sac-city.k12.ca.us</a>
E-mail Address	<a href="mailto:info@sachigh.org">info@sachigh.org</a>	CDS Code	34674390102038

## School Description and Mission Statement (School Year 2010–11)

Sacramento Charter High School is a college-prep, independent public charter school serving students in grades 9 – 12. Sac High's college-going culture is designed to give all students the opportunity to be accepted to and attend college. Under this model, Sac High is divided into four themed learning communities, each adhering to the same college-focused principles starting from freshman year. The learning communities afford students the opportunity to pursue individual career interests through specialized internships and classes. The learning communities are: Law & Public Service, Math, Engineering & Health Sciences, School of the Arts, and Business & Communications.

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**Vision** To create one of the finest urban public high schools in America.

**Mission** *To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.*

**5 Pillars** High Expectations Choice & Commitment More Time Focus on Results Power to Lead

## Opportunities for Parental Involvement (School Year 2010–11)

Parents and teachers maintain contact through school-issued email and cell phones; parents are provided with the contact information each term. Also at this level, parents receive access to PowerSchool, Sac High's internal system for monitoring grades and attendance, to check daily grades and attendance. For those parents that do not have ready access to the internet, every Tuesday a snapshot of attendance and class grades are sent home with students to be signed and returned to the student's advisory teacher (as part of their Advisory grade).

At the beginning of each term, Back to School Night is held to allow parents to come to the school and meet their students' teachers, as well as meet each other. Parents are notified of all meetings through mailings, newsletters, automated phone calls and notices sent home through students. Parents who would like to learn more about the general parent meetings should contact the front office at (916) 277-6200.

Parents also have the opportunity to volunteer at the school in a number of capacities, from front office help to ticket taking at sporting events. Parents must complete an application, have a recent TB test taken, and also undergo a variety of background checks depending on the level of volunteering. Please contact Patti Fletcher at (916)649-7725 for detailed information on volunteering at the school.

Finally, parents can become involved by participating in an ongoing committee or group. Parents that wish to become involved in the Boosters Club should contact the front office at (916) 277-6200. For more information on volunteering at athletic events, contact Justin Gatling, Athletic Director at (916) 649-7743. For information on the School Site Council, contact Nicole Michalik, Ph.D., Director, Data and Accountability, at (916) 649-7952. For other committees or groups, please contact the front office at (916) 277-6200.

## Student Enrollment by Grade (2010–11)

Grade Level	Number of Students
Grade 9	201
Grade 10	291
Grade 11	215
Grade 12	194
<b>Total Enrollment</b>	<b>901</b>

## Student Enrollment by Subgroup (2010–11)

Group	% of Total Enrollment
Black or African American	55.0%
American Indian or Alaska Native	0.4%
Asian	4.2%
Filipino	0.2%
Hispanic or Latino	28.6%
Native Hawaiian or Pacific Islander	1.2%
White	2.6%
Two or More Races	7.7%
Socioeconomically Disadvantaged	71.4%
English Learners	15.2%
Students with Disabilities	8.0%

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.1	4	17	11	29.1	4	18	8	25.7	12	14	9
Mathematics	27.1	6	21	2	29.5	4	9	14	28.7	10	4	18
Science	29.1	4	14	8	27.3	5	15	4	25.3	7	16	4
Social Science	31.0	0	18	9	29.7	2	18	2	29.5	3	13	8

\* 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. "na" means not available for this year due to state reporting restrictions.

## III. School Climate

### School Safety Plan (School Year 2010–11)

Sacramento Charter High School has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan was last updated July 1, 2011.

In addition to the above mentioned emergency response plan, Sac High has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior including the *Commitment to Excellence Contract* and dress code
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

### Suspensions and Expulsions

Rate*	2008–09	2009–10	2010–11
Suspensions	31.1%	26.3%	38.1%
Expulsions	<0.1%	0%	0%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

Current facility needs:

1. ADA signs
  - a. Missing on multiple rooms
  - b. Inaccurate on west wing
2. Campus grounds
  - a. Multiple dirt patches on campus – should have shrubs or concrete
  - b. Drains on east and west wings are not adequate to handle rain. SCUSD crews have noticed and recommended larger drain pipes. Substandard spouts were installed during modernization.
  - c. Large pot hole in pavilion parking lot. Smaller pot holes in field house parking lot.
  - d. Trees near baseball diamond are growing onto baseball backstop and will create damage to backstop soon if not addressed. Trees in bullpen area as well as back parking lot need to be maintained as well.
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Planned improvements:

All of the facility needs included above are in the process of being resolved. Specific timelines not available from SCUSD.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed (see above for planned repairs)
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				X	Multiple issues (see above)
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs				X	Multiple spots of dry rot and roof leaks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>	<b>Good to fair</b>				

Note: Cells shaded in black do not require data.

## V. Teachers

Teacher Credentials	2008–09	2009–10	2010–11
With Full Credential	28	34	43
Without Full Credential	13*	7*	5*
Teaching Outside Subject Area of Competence (with full credential)	3	1	1

\* Intern credential or charter school non-certificated teacher

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	3	1	1
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2010–11)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.12%	2.88%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	901
Counselor (Social/Beh or Career Devel)	2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	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. Note: Cells shaded in black do not require data.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2003	No	0%
Mathematics	2001	No	0%
Science	2007	Yes	0%
History-Social Science	2006	Yes	0%
Foreign Language	na	na	0%
Health	na	na	0%
Visual and Performing Arts	na	na	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,70.93	\$1,193.72	\$6,515.21	\$47,234.18
State			\$5,455	\$69,207
Percent Difference – School Site and State			16.3%	-31.7%

Note: Cells shaded in black do not require data.

**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* Web page 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* Web page 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 (Fiscal Year 2010–11)

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students academic achievement. In 2010-11, Sac High was able to fund the following programs and services:

- Supplemental Education Services (SES) – a free tutoring program offered through the school year for students eligible for free/reduced lunch as per Program Improvement requirements.
- Supplemental materials/software dedicated to tracking student achievement.
- Increased professional development for teachers, staff and administrators (see Professional Development below).

Additionally, through other funding sources, Sac High is able to employ a full-time college counselor and provide opportunities for students to explore colleges and careers through college visits, the advisory program (a 30 minute structured course all students are enrolled in for all four years), and additional counseling services.

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	Chartering District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,885	\$42,017
Mid-Range Teacher Salary	\$52,419	\$67,294
Highest Teacher Salary	\$86,028	\$86,776
Average Principal Salary (Elementary)	\$100,430	\$108,534
Average Principal Salary (Middle)	\$102,617	\$112,893
Average Principal Salary (High)	\$118,237	\$123,331
Superintendent Salary	\$245,000	\$226,417
Percent of Budget for Teacher Salaries	34.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

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>.

### Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	41%	48%	46%	46%	48%	48%	49%	52%	54%
Mathematics	19%	30%	30%	44%	46%	48%	46%	48%	50%
Science	43%	45%	57%	42%	46%	49%	50%	54%	57%
History-Social Science	41%	57%	67%	39%	41%	44%	41%	44%	48%

Note: 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.

## Standardized Testing and Reporting 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 Students at the School	46%	30%	57%	67%
Male	42%	28%	63%	69%
Female	49%	31%	52%	65%
Black or African American	47%	27%	57%	66%
American Indian or Alaska Native	na	na	na	na
Asian	32%	32%	69%	77%
Filipino	na	na	na	na
Hispanic or Latino	45%	32%	56%	65%
Native Hawaiian or Pacific Islander	na	na	na	na
White	62%	53%	0%	92%
Two or More Races	38%	28%	43%	57%
Socioeconomically Disadvantaged	45%	31%	56%	65%
English Learners	13%	23%	43%	65%
Students with Disabilities	8%	10%	6%	13%
Students Receiving Migrant Education Services	na	na	na	na

Note: 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 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/>.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	44%	45%	54%	44%	49%	54%	52%	54%	59%
Mathematics	45%	47%	55%	50%	53%	53%	53%	54%	56%

Note: 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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

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	46%	33%	21%	45%	39%	16%
Male	46%	35%	19%	39%	39%	22%
Female	45%	32%	23%	50%	39%	11%
Black or African American	45%	27%	28%	47%	37%	16%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	41%	41%	18%	24%	59%	18%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	47%	39%	14%	46%	36%	18%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	55%	36%	9%	50%	45%	5%
Socioeconomically Disadvantaged	47%	34%	19%	48%	35%	17%
English Learners	65%	32%	3%	58%	32%	10%
Students with Disabilities	100%	0%	0%	96%	4%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: 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 (School Year 2010–11)**

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* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	28.90%	23.70%	29.50%

Note: 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.

## X. 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 Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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	6	6	7
Similar Schools	10	10	10

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	12	47	8
Black or African American	16	53	15
Amer Indian or Alaska Native	na	na	na
Asian	na	na	na
Filipino	na	na	na
Hispanic or Latino	7	58	13
Nat Hawaiian or Pac Islander	na	na	na
White	na	na	na
Two or More Races	n/d	na	na
Socioecon Disadvantaged	11	50	7
English Learners	na	40	na
Students with Disabilities	na	na	na

Note: "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. "na" means that the subgroup is not a significant subgroup and data is not reported for these subgroups

## Academic Performance Index 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					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	656	786	31,839	759	4,683,676	778
Black or African American	363	779	4,980	683	317,856	696
Amer Indian or Alaska Native	3	na	281	700	33,774	733
Asian	25	817	6,178	805	398,869	898
Filipino	2	na	345	840	123,245	859
Hispanic or Latino	187	797	11,561	723	2,406,749	729
Nat Hawaiian or Pac Islander	6	na	522	714	26,953	764
White	16	882	6,122	830	1,258,831	845
Two or More Races	52	757	1,779	809	76,766	836
Socioecon Disadvantaged	488	780	23,412	727	2,731,843	726
English Learners	98	769	11,210	723	1,521,844	707
Students with Disabilities	53	467	3,919	577	521,815	595

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

## Federal Intervention Program (School Year 2011–12)

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 Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		59.3%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### 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 Web* page 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-yr)	2.1	2.2	2.1	3.6	6.9	5.9	4.9	5.7	4.6
Graduation Rate	83.91	84.53	85.78	84.55	78.71	74.31	80.21	78.59	80.44

Note: 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 (were counted on census day) 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*
All Students	91.2%
Black or African American	92.7%
American Indian or Alaska Native	100%
Asian	81.8%
Filipino	na
Hispanic or Latino	92.3%
Native Hawaiian or Pacific Islander	100%
White	100%
Two or More Races	75%
Socioeconomically Disadvantaged	100%
English Learners	91.3%
Students with Disabilities	100%

\*These numbers include students who transferred out mid-year for which graduation is not confirmed at next school (thus decreasing percentages).

## Career Technical Education Programs (School Year 2010–11)

Sac High offers ROP courses in Computer Graphics and Visual Communications and a sequence of business courses that lead to an advanced Virtual Enterprise course.

## Career Technical Education Participation (School Year 2010–11)

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

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	100.0%*
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	90.6%**

\*100% of general education students

\*\*all Sac High general education seniors are required to meet the UC/CSU course requirements as part of graduation requirements; only students in special education are not required to meet this requirement

## Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	3
All courses	8

\*Sac High only offers AP courses in Term 2 (spring) which is not reflected in the current state reporting system (CALPADS current reporting only allows Term 1 courses and enrollments to be reported). The discrepancy between the above data and that provided in Dataquest is corrected here to truly reflect the course offerings at Sac High.

## 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.

All teachers participate in weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., state standards), test preparation (i.e., CAHSEE), and school culture.

In addition to schoolwide PD, core subject areas share common prep/planning times to allow for further discussion of curriculum, content and instructional strategies. Content leads head these discussions and develop specific areas to address in the meetings (usually weekly meetings within content area during prep time). Content areas are also granted time to explore these areas in out of district trainings or extended meeting times; the school provides substitute teachers for teams to step out of the classroom and become students themselves.

Content leads and administrators also provide formal and informal classroom observations as part of professional development. A rubric has been created to assess classroom objectives, but observations also allow for individualized feedback for teacher development.

Finally, teachers begin the school year one week prior to the first day of school by attending a week-long PD program on campus. Similarly, the first day of each term is a PD day for teachers to prep for the term.