

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Larsson (Sture) High (Continuation)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Larsson (Sture) High (Continuation)	District Name	Lincoln Unified
Street	1813 McClellan Way	Phone Number	(209) 953-8700
City, State, Zip	Stockton, CA 95207	Web Site	www.lusd.net
Phone Number	(209) 953-8687	Superintendent	Dr. Steve Lowder
Principal	Phyllis Kahl	E-mail Address	slowder@lusd.net
E-mail Address	pkahl@lusd.net		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### Our Mission

To educate all students to achieve their maximum potential and to prepare them to be responsible citizens.

#### Our Vision

To prepare all students to be multi-skilled, respectful, responsible individuals who, by way of a unique learning environment, will become productive, positive contributors to our global community.

#### SCHOOL PROFILE

Sture Larsson High School was established in 1974 to meet the needs of those students who were not successful at the comprehensive high school. For a long time the structure fit the continuation school format serving only eleventh and twelfth graders. However, in the early 1990's, ninth and tenth graders were placed in the setting and the school developed more of an alternative school format.

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In January 1999, two classrooms were established at another site in the district (The John McCandless Center) to offer another alternative education option for students in grades 10-12. A third classroom was added during the 2003-2004 school year and a fourth during the 2004-2005 school year. The McCandless Center houses approximately 80 students who attend school from 8:30 a.m. through 12:50 p.m. on Mondays, and from 8:30 a.m, through 2:10 p.m. Tuesday through Friday.

During the 2006-2007 school year, the District established a Ninth Grade Program for students at risk of failing at Lincoln High School. Two classrooms were opened at the McCandless Center for these students with an emphasis on intensive English and Math instruction, organization and study skills, and consistent attendance. Students attend school from 8:15 a.m. – 1:05 p.m. on Mondays, and from 8:15 a.m. – 2:30 p.m. Tuesday through Friday. The McCandless Center, though housed on a different site, is part of Sture Larsson High School.

The Larsson site, only a block from the comprehensive high school, houses a maximum of approximately 100 students in grades 11-12. Students attend six fifty minute periods daily from 8:30 a.m.-2:20 p.m. Tuesday through Friday, with a 10 minute break after second period and a 40 minute lunch period after fourth period. On Mondays, students attend forty-minute classes beginning at 8:30 a.m. and ending at 12:50 p.m.

McCandless Center and Sture Larsson students often take advantage of the earlier release time by performing community service, taking classes at Lincoln High School, Delta College, or the Stockton School for Adults, or working during the afternoon. Our full time counselor assists students at both sites with registration, enrollment, and suggestions for classes or service learning opportunities. In addition, she also coordinates Monday sessions, called CHOICES, inviting members of the community to the two sites to speak to students about a variety of subjects related to careers, health and wellness issues, and decision-making.

Special education services are provided at both sites. Students with special needs are well supported by the RSP/SDC teachers and paraprofessionals. The special education staff collaborates closely with staff to provide services to students in the mainstream and in pull-out classes as appropriate. Special Education staff members may serve non-identified general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students.

Sture Larsson is fully accredited by the Western Association of School and Colleges (WASC) and received a six-year clear rating, the highest possible, at its last accreditation during the 2000-2001 school year. This school year, Larsson and McCandless will go through the WASC accreditation process once again.

## Opportunities for Parental Involvement

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

**Contact Person Name:** Phyllis Kahl

**Contact Person Phone Number:** (209) 953-8687

Parent involvement is fundamental to the success of all of our students. We seek ongoing opportunities for parents to stay involved in their child's education. The implementation of the PowerSchool system has been one of the most effective means of involving parents by providing ongoing information about grades and attendance. Other ways in which parents can stay involved are through attendance at parents meetings such as School Site Council and English Language Advisory Committee, attendance at school functions such as Back to School Night, Honor Roll Banquet, Student Council fundraisers, Lincoln Latin Leadership, Parent Nights, and Open House, and reading all of the information that is sent home including school newsletters, Student Handbook, report cards, course information and letters from the principal. In addition, attendance at Student Study Team Meetings and IEP meetings is imperative.

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## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	42	Grade 12	71
Grade 10	34	Total Enrollment	194
Grade 11	47		

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	13.00%	Pacific Islander	1.03%
American Indian or Alaska Native	1.03%	White (Not Hispanic)	40.72%
Asian	8.25%	Economically Disadvantaged	54.00%
Filipino	2.00%	English Learners	8.00%
Hispanic or Latino	34.00%	Students With Disabilities	13.00%

## Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06			2006-07		
	Number of Classrooms				Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32
English	18.4	12.0	2.0	--	19.3	11.0	5.0	21	12.0	5.0
Mathematics	15	7.0	1.0	--	17.6	6.0	2.0	18	11.0	--
Science	18.5	3.0	1.0	--	19.8	4.0	--	22	2.0	2.0
Social Science	22.6	6.0	2.0	2.0	19.4	7.0	3.0	22	6.0	2.0

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## II. School Climate

### School Safety Plan

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

The school safety plan was updated and approved by School Site Council in February of 2007. The Student Handbook is updated yearly and reviewed with students in homeroom classes. Fire drills and one lockdown drill were conducted at both sites.

This school year, the district approved the assignment of a full-time security officer for Sture Larsson and John McCandless. The campuses are monitored continuously by all staff. There is one exit and entrance on each campus and security cameras were installed on both campuses last school year.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	123.20%	68.10%	67.00%	30.90%	25.00%	27.60%
Expulsions	0.60%	1.20%	1.00%	0.40%	0.40%	0.40%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Sture Larsson underwent complete remodeling during the 2002–2003 school year. The addition of tables, benches, lighting, and a basketball area during the 2003–2004 school year improved the outdoor environment. The new ROP landscape maintenance class completed the outdoor area with additional plants, flowers, and a redwood bench. A beautiful new Student Center, containing a classroom, cafeteria, computer lab, and resource room, was added during of '06 summer, completing our facility needs.

The McCandless Center continues to enjoy the remodeled courtyard and plans to purchase tables and benches for students to use during leisure times. The addition of portable classrooms, a computer lab, a new science lab, and new landscape was completed during the '06 summer break.

The staff and students at both campuses work closely to maintain the sites, keeping them free of litter and graffiti.

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## School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X	-	-	
Mechanical Systems	X	-	-	
Windows/Doors/Gates (interior and exterior)	X	-	-	
Interior Surfaces (walls, floors, and ceilings)	X	-	-	
Hazardous Materials (interior and exterior)	X	-	-	
Structural Damage	X	-	-	
Fire Safety	X	-	-	
Electrical (interior and exterior)	X	-	-	
Pest/Vermin Infestation	X	-	-	
Drinking Fountains (inside and outside)	X	-	-	
Restrooms	X	-	-	
Sewer	X	-	-	
Playground/School Grounds	X	-	-	
Roofs	X	-	-	
Overall Cleanliness	X	-	-	

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	10	10	12	406
Without Full Credential	2	2	2	26
Teachers Teaching Outside Subject Area	7	9	12	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	53.8%	46.2%
All Schools in District	75.0%	25.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	55.9%	44.1%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	1.0	194

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant work of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for ninth and tenth grades and eleventh and twelfth grades, visit the CDE's Web site.	0%
<b>Mathematics</b>	Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades eight through twelve as well as the California standards for a variety of advanced math subjects, visit the CDE's Web site.	0%

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<p><b>Science</b></p>	<p>Our science program offers courses in physics, chemistry, biology, life science, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for biology/life sciences, physics, chemistry, and earth sciences, visit the CDE's Web site.</p>	<p>0%</p>
<p><b>History-Social Science</b></p>	<p>Our ninth grade students have no social studies requirements. In the tenth grade, they study world history, from the late 18th century through the present, including the cause and course of two world wars. Students in the eleventh grade study the major turning points in US history in the 20th century. Students in twelfth grade pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.</p>	<p>0%</p>
<p><b>Foreign Language</b></p>	<p>n/a</p>	<p>n/a</p>
<p><b>Health</b></p>	<p>Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Health.</p>	<p>0%</p>
<p><b>Science Laboratory Equipment (grades 9-12)</b></p>	<p>A survey has determined that sufficient laboratory equipment exists for completion of required course objectives.</p>	<p>0%</p>

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$31,705.00	\$3,585.00	\$28,120.00	\$52,852.00
District	--	--	--	\$52,996.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	-469%	10%

### Types of Services Funded

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

Categorical funding is regularly used to assist underperforming students.

School Improvement Funds (SIP) are used to purchase additional instructional materials, provide funds for substitutes for teachers as they attend professional development, purchase library books for classrooms, and technology materials.

Title I funds are used to provide support services to students through the addition of personnel. A paraprofessional for the Ninth Grade Program and a part time counselor are funded out of Title I funds to provide additional support services to all students, especially students that are at risk and are not performing.

EIA funds are used to provide additional support to our EL students in the form of professional development, instructional materials, and home/school communication provided by Lincoln High School Multilingual Center staff.

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## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,355.00	\$38,479.00
Mid-Range Teacher Salary	\$53,080.00	\$60,306.00
Highest Teacher Salary	\$70,530.00	\$74,193.00
Average Principal Salary (Elementary)	\$91,226.00	\$92,985.00
Average Principal Salary (Middle)	\$91,226.00	\$98,305.00
Average Principal Salary (High)	\$114,467.00	\$107,384.00
Superintendent Salary	\$154,125.00	\$155,314.00
Percent of Budget for Teacher Salaries	45.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	9%	5%	11%	43%	45%	46%	40%	42%	43%
Mathematics	3%	9%	13%	39%	43%	44%	38%	40%	40%
Science	6%	0%	6%	37%	37%	39%	27%	35%	38%
History-Social Science	6%	7%	3%	30%	30%	30%	32%	33%	33%

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## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	11%	0%	--	0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	7%	15%	8%	0%
Pacific Islander	--	--	--	--
White (Not Hispanic)	17%	19%	7%	8%
Male	9%	10%	4%	5%
Female	16%	19%	--	0%
Economically Disadvantaged	10%	15%	8%	2%
English Learners	9%	--	--	--
Students With Disabilities	0%	--	--	8%

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	District			State		
	2005	2006	2007	2005	2006	2007
Reading	46%	46%	49%	41%	42%	42%
Mathematics	51%	54%	58%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

**No Data Available**

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## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	18	49	51	23	51	49	10	56	49
Mathematics	24	43	47	24	45	50	16.7	51	45

### CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	77	23	0	76	24	0
Male	85	15	0	75	25	0
Female	60	40	0	78	22	0
African American	100	0	0	100	0	0
Asian	0	100	0	100	0	0
Hispanic or Latino	100	0	0	88	88	0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	60	40	0	67	33	0
English Learners	100	0	0	100	0	0
Socioeconomically Disadvantaged	80	20	0	79	21	0
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

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## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	24.0%

## IX. Accountability

### Academic Performance Index

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

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	B	B	B
Similar Schools	B	B	B

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	-5	42	29	594
Economically Disadvantaged	--	--	--	556

### Adequate Yearly Progress

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

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

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

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## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	8.3%

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	--	--	0.6%	0.0%	1.0%	2.0%	3.0%	3.0%	4.0%
Graduation Rate	96.0%	96.1%	91.4%	96.0%	96.0%	91.0%	85.0%	85.0%	83.0%

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## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	58	90
African American	50	81
American Indian or Alaska Native	-	-
Asian	38	84
Filipino	67	-
Hispanic or Latino	76	91
Pacific Islander	-	-
White (not Hispanic)	47	93
Socioeconomically Disadvantaged	51	77
English Learners	50	72
Students with Disabilities	43	68

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	1.0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	84.0%

# School Accountability Report Card

Reported for School Year 2006-07

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## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

**No Data Available**

## Professional Development

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

Sture Larsson and the McCandless Center dismiss early on Monday so the staffs are able to participate in afternoon professional development. These trainings are determined by district Board goals, teacher surveys, and student achievement. The district provides three optional, full-day professional development days for staff to work together in larger groups on a particular topic. Although the district continues to emphasize mathematics, the district also emphasizes and supports continued staff development in the area of language arts. The district provides ongoing opportunities for training in technology.

## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days