

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Lincoln High

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	Lincoln High	District Name	Lincoln Unified
Street	6844 Alexandria Pl.	Phone Number	(209) 953-8700
City, State, Zip	Stockton, CA 95207	Web Site	www.lusd.net
Phone Number	209-953-8921	Superintendent	Dr. Steve Lowder
Principal	Debbi Holmerud	E-mail Address	slowder@lusd.net
E-mail Address	dholmerud@lusd.net		

### School Description and Mission Statement

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

Founded in 1954, Lincoln High School is the sole comprehensive high school in Lincoln Unified School District. Located in northwest Stockton, the school serves an ethnically and socio-economically diverse population of 2,650 students. Lincoln High is accredited by the Western Association of Schools and Colleges (WASC) and has long maintained a strong reputation in the area for excellence in its various curricular and extra-curricular programs. Lincoln High completed a self-study/program quality review for its accreditation by WASC in October 2003. As a result of this review, Lincoln High School was granted a six-year accreditation through the year 2009, with a three-year review of the major recommendations in 2006.

Lincoln High School offers students the flexibility of choosing one of three schedules for attending classes. Students either attend periods 1 – 6 (7:20 am-2: 00 PM), periods 2-7 (8:20 am-3: 00 PM), or periods 1-7 (7:20 am – 3:00 PM). The school day is shortened for students by one hour on Mondays in order for LHS personnel to meet, learn, and collaborate with one another.

For the student interested in pursuing college after graduation, there is a traditional college preparation program offered through a variety of options. Students may choose traditional classes or more project-based classes in some of the major academic areas. These choices are enhanced by honors classes in math and Spanish and Advanced Placement (AP) courses sponsored by the College Board. These AP courses include: English Language and Composition, English Literature, Spanish, Calculus AB, Statistics, Studio Art, Chemistry, Biology, World History, United States History, American Government and Computer Science. These articulated classes give students the opportunity to earn CSU and UC credit by earning a passing score on the AP test. Several courses, including but not limited to Anatomy/Physiology, Biology, Careers with Children, Computer Networking, Drafting, and Architecture can

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be taken for San Joaquin Delta College (SJDC) credit because of a 2+2 articulation agreement granted by the college for these courses.

This broad and varied curriculum is strengthened further through an extensive visual and performing arts program. Student art is exhibited in a variety of local shows and upon graduation students are prepared to attend the best art schools in the country. Our band, orchestra and choral students annually win recognition through county, state and national honor band, orchestras and choirs. Our marching band, the largest in the county, annually competes in about five band reviews, hosts 45 schools in our own band review and has participated three times in the Pasadena Rose Bowl Parade. An active and dedicated Music Boosters organization exists to support our band, orchestra and choral programs.

Students interested in technical preparation also find a welcome home at Lincoln High. In recent years unprecedented effort has been invested in establishing new courses in construction, engineering, sheet metal, and floriculture and small business management. Through the 2 + 2 articulation program, successful students in Lincoln High classes receive SJDC credit, thus shortening the process of obtaining technical certification from that college. Our students regularly win recognition in business and industrial arts competitions. In each of the past three years, students have won awards for industrial arts at the California State Fair, including Best of Show. Our drafting teacher, Mr. Jeff Wright, was honored as California's Teacher of the Year during the spring of 2001. Plans are underway for the construction for a brand new Career Technical Education (CTE) facility to house our planned Engineering and Construction Academy. This academy and facility are being funded by our successful CTE Facility application, awarded in August, 2007. The academy programming will begin in the 2007-08 school year; the new facility will open in August, 2009.

Lincoln High School offers a comprehensive counseling program with eight counselors. Each counselor works with approximately 325 students. This compares favorably to California's state average of 471, but is well below the American School Counselors' Association's recommended ratio of 250:1. This counselor to student ratio gives them the opportunity to influence our students' journeys through high school, so that they may be productive ones. We strive to involve parents in decisions affecting their student(s). Parents are included in the process of their child's education through The LINK (the school's newsletter), special mailings, regular mailings (report cards and progress reports), parent information evenings, phone calls, personal meetings with teachers, annual Academic Review meetings with counselors and the school's web site. Parents can read the Daily Student Bulletin, access their student's attendance, grades and personal information records, and email with their child's teachers via this web site.

A full array of extra-curricular programs including student leadership, ethnic and social clubs, service clubs, academic-related clubs, and a full interscholastic sports program for boys and girls is available to all students. There are 36 clubs, Student Council, drill team, spirit squad made up of a cheer and dance team, and a Naval Jr. ROTC unit. Community service is an important component for each club. Nearly 500 students participate in athletics at LHS. There are 12 men's teams in which wrestling, football and badminton are co-educational and 10 women's teams. All teams are supported by a strong booster organization. Our speech and debate team regularly places in the top five of our league and routinely qualifies for state and national tournaments.

English Language Development (ELD) programs are provided to Limited English Proficient students to ensure their equal access to the core curriculum. A fully staffed Multilingual Center provides support services to teachers, students and their families. Outreach workers make contact with and translate for families on issues ranging from attendance to grades to discipline. A full-time resource teacher for ELD coordinates professional development for classified and certificated staff, curriculum, and English Language Advisory Committee meetings.

The needs of our special education students are met through the Resource Specialist Program (RSP), Special Day Classes (SDC), school psychologists, and a Language, Speech and Hearing (LSH) program. RSP teachers provide services to children with special needs through direct instruction, collaboration with classroom teachers, and consultation and support for staff. Resource Specialist students are mainstreamed in general Lincoln High School classes for the majority of the school day. 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 (IEPs) for students. SDC teachers provide for students whose disabilities require placement in more self-contained programs in which materials and instruction are modified. SDC students are integrated in mainstream settings to the extent they are capable.

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## Opportunities for Parental Involvement

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

**Contact Person Name:** Debbi Holmerud

**Contact Person Phone Number:** (209) 953-8920

We strive to involve LHS parents in their child's education by providing them with a wide variety of opportunities to learn about our school, its programs and the unique characteristics of teenagers. These opportunities include Back to School night, College Night, Financial Aid Night, Parent Connections hosted by PTSA, Window on Your Future, Curriculum Fair, 10th Grade Counseling, School Site Council, Athletic and Music Booster organizations, chaperoning student activities such as winter formal and prom, English Language Advisory Council (ELAC), GATE parent information meetings, Student Support Team meetings (SSTs), and IEP meetings.

## 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	747	Grade 12	533
Grade 10	689	Total Enrollment	2651
Grade 11	682		

## 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%	White (Not Hispanic)	41.42%
American Indian or Alaska Native	0.64%	Multiple or No Response	0.26%
Asian	14.33%	Economically Disadvantaged	28.00%
Filipino	5.00%	English Learners	14.00%
Hispanic or Latino	25.00%	Students With Disabilities	9.00%
Pacific Islander	0.68%		

## 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	33+	Avg. Class Size	1-22	23-32	33+
English	25.5	56.0	25.0	31.0	24.5	54.0	47.0	13.0	27	41.0	32.0	39.0
Mathematics	26.6	38.0	24.0	23.0	27	40.0	8.0	36.0	28	32.0	16.0	33.0
Science	29.8	4.0	45.0	14.0	28.2	5.0	58.0	--	31	3.0	33.0	23.0
Social Science	39	9.0	15.0	60.0	31.2	4.0	29.0	38.0	32	5.0	14.0	53.0

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## II. School Climate

### School Safety Plan

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

Four full-time campus supervisors, two full-time security officers and seven administrators monitor the campus before school, after school, and during passing periods and lunch. They take responsibility for specific areas of the campus and become familiar with colleagues and students who frequent those areas. Counselors and teachers join the campus supervisors at lunch to provide additional supervision. Last year, we practiced evacuation procedures twice and lock-down procedures once. Our safety plan and discipline plan are reviewed and revised annually at School Site Council meetings. A public forum is held each to obtain input from parents, staff and students.

### 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	48.70%	33.50%	30.20%	30.90%	25.00%	27.60%
Expulsions	0.70%	0.70%	0.60%	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.

At LHS we have many different classroom buildings that have been built over the last 50 years. During the 2005–2006 school year, we finalized reconstruction of the End Zone classrooms, cafeteria, staff room, library bookroom, and art wing. All student lockers were replaced. In January of 2008 the construction of a new gymnasium and lobby, and the reconstruction of the Huddle cafeteria was completed. Student lockers in the girls' lockerroom were replaced. Construction is currently underway of four classrooms, which will replace the last of our portable classrooms.

Every night, classroom trash is emptied and desk surfaces and whiteboards are cleaned. Carpets are shampooed and floors are stripped and waxed once a year during school breaks. Repainting and removing graffiti is a high priority and most often taken care on the same day it appears.

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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	103	102	106	406
Without Full Credential	19	18	9	26
Teachers Teaching Outside Subject Area	10	21	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	85	0	0
Total Teacher Misassignments	85	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	79.7%	20.3%
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%

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## 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	7.0	378
Speech/Language/Hearing Specialist	1.0	--

## 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
Reading/Language Arts	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%

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<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%
<b>Science</b>	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 research sciences, visit the CDE's Web site.	0%
<b>History-Social Science</b>	Ninth grade students study one semester of world geography, and one semester of psychology and health. 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.	0%

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<b>Foreign Language</b>	Studying a foreign language completes and improves a student's education while providing the foundation for further personal enrichment, scholastic achievement, and economic opportunities. The need for California students to learn and understand a foreign language is more evident today than in times past. In recent years California has been transforming its education system so that children, the state's future leaders, are able to meet the challenges of the twenty-first century.	0%
<b>Health</b>	All ninth grade students take a one semester course in which the standards for health are taught. Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Health.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	A survey has determined that sufficient laboratory equipment exists for completion of required course objectives.	0%

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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	\$1,064.00	\$120.00	\$944.00	\$53,374.00
District	--	--	--	\$52,996.00
Percent Difference - School Site and District	--	--	--	-1%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	81%	9%

### 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.

LHS receives School Improvement Program (SIP), Economic Impact Aid (EIA), and GATE funding to supplement the services our students receive in the general education program. SIP funds support professional development, educational technology purchases and programs designed to enhance our school safety and security. EIA funds are used to provide an afterschool tutoring program, instructional materials, and bilingual outreach workers to support our English Language Learners. GATE funds are used to provide resources for parents of our GATE identified students.

### 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%

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## 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	43%	42%	40%	43%	45%	46%	40%	42%	43%
Mathematics	26%	25%	25%	39%	43%	44%	38%	40%	40%
Science	40%	40%	36%	37%	37%	39%	27%	35%	38%
History-Social Science	33%	31%	26%	30%	30%	30%	32%	33%	33%

### 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	24%	16%	22%	20%
American Indian or Alaska Native	--	--	--	--
Asian	40%	34%	44%	30%
Filipino	54%	29%	56%	35%
Hispanic or Latino	33%	20%	22%	18%
Pacific Islander	55%	--	--	--
White (Not Hispanic)	49%	27%	45%	31%
Male	36%	27%	37%	29%
Female	44%	24%	35%	25%
Economically Disadvantaged	26%	20%	24%	18%
English Learners	12%	17%	10%	10%
Students With Disabilities	4%	3%	8%	9%

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## 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	51	49	51	53	51	49	58.2	56	49
Mathematics	44	43	47	46	45	50	53.8	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	47	28	25	54	33	13
Male	50	26	24	52	37	12
Female	44	30	26	57	29	14
African American	65	24	11	68	31	1
Asian	43	32	25	50	25	26
Filipino	39	42	19	45	48	7
Hispanic or Latino	58	24	19	63	63	4
White (not Hispanic)	38	29	34	47	35	18
English Learners	66	25	9	68	26	6
Socioeconomically Disadvantaged	64	27	10	65	29	6
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	90	3	7	92	8	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	52.0%

## 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	6	6	6
Similar Schools	4	3	4

### 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	19	-8	-2	710
African-American	--	1	32	640
Asian	39	-21	23	732
Hispanic or Latino	30	0	6	675
White (Not Hispanic)	11	-2	-20	737
Economically Disadvantaged	24	-5	23	639
English Learners	--	-27	23	638
Students With Disabilities	--	-8	25	446

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## 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/>.

## 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
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	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	District
<b>Program Improvement Status</b>	Not In PI
<b>Number of Schools Currently in Program Improvement</b>	1
<b>Percent of Schools Currently in Program Improvement</b>	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
<b>Dropout Rate (1-year)</b>	0.4%	0.9%	1.8%	0.0%	1.0%	2.0%	3.0%	3.0%	4.0%
<b>Graduation Rate</b>	95.8%	95.9%	91.1%	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	94	90
African American	87	81
American Indian or Alaska Native	-	-
Asian	89	84
Filipino	-	-
Hispanic or Latino	94	91
Pacific Islander	-	-
White (not Hispanic)	96	93
Socioeconomically Disadvantaged	86	77
English Learners	78	72
Students with Disabilities	74	68

## Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	929.0
Percent of pupils completing a CTE program and earning a high school diploma	88.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.0

## 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	66.6%
Graduates Who Completed All Courses Required for UC/CSU Admission	35.9%

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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/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Fine and Performing Arts	1.0	--
Computer Science	1.0	--
English	1.0	--
Mathematics	2.0	--
Science	2.0	--
Social Science	3.0	--
All Courses	10.0	3.0%

## Professional Development

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

Strengthening our staff's knowledge base is a high priority. School Site Council (SSC) goals, state standards, and teacher needs determine our staff training focus. We dismiss students early on Monday and hold three professional development days a year to allow staff to work collectively and within departments. District and school funds provide teachers with release time so they can pursue additional training.

## 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