

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Sacramento Charter High School

Address: 2315 34th St. , Sacramento CA 95817 Phone: 916-277-6200
 Principal: Ed Manansala and PK Diffenbaugh Grade Span: 9 - 12

We are proud to present our annual report for the 2007–2008 school year. In the 2007-2008 school year, students at Sacramento High School achieved record setting gains in API and improved to become one of the top five schools in our similar schools group. We are publishing this report to share important facts about our school with the public we serve. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all.

We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the county and state provides the most insight. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Student Enrollment

Group	Percent
African American	50.39 %
American Indian or Alaska Native	0.98 %
Asian	7.65 %
Filipino	0.78 %
Hispanic or Latino	24.31 %
Pacific Islander	0.69 %
White (not Hispanic)	6.18 %
Multiple or No Response	9.02 %
Socioeconomically Disadvantaged	67 %
English Learners	12 %
Students with Disabilities	8 %
Total Number of students	1020

Teachers

Indicator	Teachers
Teachers with full credential	39
Teachers without full credential	16
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Curriculum and Instructional Materials

Core Curriculum Areas	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	\$ 8,586.02
District	\$ 8,586.02
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	40%
Mathematics	15%
Science	36%
History-Social Science	25%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	719
Statewide Rank (from 2007 Base API Report)	3
2008-09 Program Improvement Status (PI Year)	PI year 2

School Completion

Indicator	Result
Graduation Rate * (pending data corrections from CBEDS)	84.5%*

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma Note: While we offer many CTE courses including Virtual Enterprise and Computer Graphics, we do not have a designated CTE course sequence.	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	64.3%

2007-08 School Accountability Report Card Report (SARC)

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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Sacramento Charter High	District Name	Sacramento City Unified
Street	2315 34th St.	Phone Number	916-643-9000
City, State, Zip	Sacramento , CA 95817	Web Site	www.scusd.edu
Phone Number	916-277-6200	Superintendent	Susan Miller
Principal	Ed Manansala and PK Diffenbaugh	E-mail Address	superintendent@sac-city.k12.ca.us
E-mail Address	athornsberry@sthopepublicschools.org	CDS Code	34-67439-0102038

School Description and Mission Statement (School Year 2007-08)

The goal of Sacramento High School is to provide Sacramento youth with a private school education, for free. To this end, Sac High has an unwavering focus on student achievement and is driven by the following vision and mission.

Vision

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

Mission

To graduate self-motivated, industrious, and critically thinking leaders who are passionate about life-long learning and committed to serving others.

Opportunities for Parental Involvement (School Year 2007-08)

Sacramento High School welcomes parent involvement. We have general parent meetings four times per year including back to school night at the beginning of each term. In our summer/fall parent meetings, we collect names of parents who are interested in being more involved with the school. These parents participate in our school site council and other advisory activities. We also have an active Booster Club that supports our athletic teams

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	288
Grade 10	266
Grade 11	225
Grade 12	241
Total Enrollment	1020

Student Enrollment by Group (School Year 2007-08)

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
African American	50.39 %
American Indian or Alaska Native	0.98 %
Asian	7.65 %
Filipino	0.78 %
Hispanic or Latino	24.31 %
Pacific Islander	0.69 %
White (not Hispanic)	6.18 %
Multiple or No Response	9.02 %
Socioeconomically Disadvantaged	67 %
English Learners	12 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Secondary)

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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	12	28	9	25.9	10	25	5	21.2	23	26	
Mathematics	26.6	5	27	4	24.6	10	13	2	22.0	18	16	
Science	26.1	5	11	3	23.9	10	13		22.0	26	10	5
Social Science	26.4	5	20	4	27.2	4	15	4	23.7	15	16	4

III. School Climate

School Safety Plan (School Year 2007-08)

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

Sacramento High School is designed to support a safe and secure campus where all students can focus on learning. At the fundamental level, all students and parents sign a commitment to excellence contract that outlines behavioral guidelines and expectations. Infractions and consequences are outlined in the student/parent handbook. Each student receives a complete copy of the handbook along with a planner for the entire school year.

Two of the school themes that contribute to a safe and secure campus are community service and school pride. Students are required to attend school events to earn pride points and to complete community service to earn required hours. By engaging in the school and community, students at Sacramento High School build a foundation of connection and respect that facilitates a high quality learning environment.

The physical campus is undergoing modernization. Half of the campus is closed and the students are housed in portable classrooms. Sacramento High School is a closed campus and gates are secured during the school day. During the school day, the only entry point is through the main entrance. There is a campus monitor stationed at the main entrance at all times. Sacramento High School also employs campus monitors to patrol the campus and ensure student safety. The campus monitors are supported by three deans, an attendance officer, and part-time and on call security officers. All visitors must sign in at the main office and wear a visitor's badge for the duration of the visit.

The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Education Code and recent legislation.

The comprehensive school safety plan includes the following policies and procedures:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Fire drills
- Earthquake emergency procedure system
- Campus intruder "lock down"
- Flood, evacuation of the site
- Policies on suspension, expulsion, or mandatory expulsion recommendations
- Discrimination and harassment policy
- School-wide dress code
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline

Visitors, parents, students and community members regularly remark on the improved school climate they notice at Sacramento High School. Sacramento High School is a safe and secure campus where students can thrive.

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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.

Sacramento High School is in the final stages of modernization. The overall condition of the facility is good. There are minor repairs and improvements scheduled-see below for details.

School Facility Good Repair Status (School Year 2008-09)

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			none
Mechanical Systems	X			none
Windows/Doors/Gates (interior and exterior)	X			none
Interior Surfaces (walls, floors, and ceilings)	X			Modernization; minor repair
Hazardous Materials (interior and exterior)	X			none
Structural Damage	X			none
Fire Safety	X			Install additional exit lighting
Electrical (interior and exterior)	X			none
Pest/Vermin Infestation	X			none
Drinking Fountains (inside and outside)	x			none
Restrooms	x			Improve wall dividers and ventilation
Sewer	x			none
Playground/School Grounds	x			none
Roofs	x			none
Overall Cleanliness	x			none

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		x		

V. 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 [DataQuest](#) Web site. Teachers without a full credential are still highly qualified to teach core subjects. These teachers have preliminary certification and are completing coursework and other requirements for full certification.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	51	42	39	2334
Without Full Credential	14	12	16	131
Teaching Outside Subject Area of Competence	0	0	0	

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	2006-07	2007-08	2008-09
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 (School Year 2007-08)

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 [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.1	3.9
All Schools in District	95.4	4.6
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	Average Number of Students per Academic Counselor
Academic Counselor	2.0	510
Library Media Teacher (Librarian)	0.25	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
College Counselor	1	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	Good	0%
Mathematics	Good	0%
Science	Good	0%
History-Social Science	Good	0%
Foreign Language	Good	0%
Health	Good	0%
Visual and Performing Arts	Good	0%
Science Laboratory Equipment (grades 9-12)	Good	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,334.53	\$1,748.51	\$8,586.02	\$47,673
District	\$10,334.53	\$1,748.51	\$8,586.02	\$47,673
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	+38%	-27%

Types of Services Funded (Fiscal Year 2007-08)

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

Given that almost 70% of students who attend Sacramento Charter High School qualify for the national school lunch program, Sac High provides school wide supplemental services to assist all students in reaching grade level proficiency and above, mastering grade level content standards and successfully graduating from high school.

Services include:

Tutoring: At Sac High, free after school tutoring is offered to all students in core content areas three days per week.

Supplemental instructional materials: Sac High has purchased ELD materials, special education textbooks and teacher resources to foster student achievement.

Extended Day: In 2007-2008 an additional 45 minutes was added to each student's day. Currently the school day goes from 8:10 to 4:00.

Advisory: Students meet daily for 30 minutes in a structured advisory program. Students stay with the same advisory teacher throughout high school. Advisory groups are set up at a 15:1 student to teacher ratio.

Counseling (academic and career): In addition to daily academic and career counseling in advisory, the school also employs 2.5 FTE counselors to assist with academic and career planning.

Special Education: At Sac High, between 80-100 students with special needs are served each year. Available classroom settings include RSP, SDC/LD and SDC/ED.

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	26	29	40	37	39	43	42	43	46
Mathematics	6	7	15	38	38	42	40	40	43
Science	22	20	38	25	29	39	35	38	46
History-Social Science	14	14	26	26	27	32	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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	40	14	36	18
Asian	51	36	58	38
Hispanic or Latino	34	11	37	32
White (not Hispanic)	68	16	*	61
Male	35	13	47	29
Female	46	17	27	23
Economically Disadvantaged	38	15	37	
English Learners	21	10	36	27
Students with Disabilities	6	0	6	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	36.5	37.5	35	46.9	46.2	49.1	51.1	48.6	52.9
Mathematics	27.1	36.6	42	42.1	47.3	52.3	46.8	49.9	51.3

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	17.9

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	2	2	3
Similar Schools	3	5	8

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-3	+23	+83	719
African American	+9	+16	+81	712
Hispanic or Latino	+12	+8	+105	706
Socioeconomically Disadvantaged	+18	+23	+88	716

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.

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 CAHSEE 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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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. Sacramento High School did not meet the requirement for percent proficient in ELA for Hispanic students. This requirement increased by 11% from last year and Sacramento High School was four students away from meeting the new requirement.

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

Federal Intervention Program (School Year 2008-09)

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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 2	Year 1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

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 on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	4.0	3.8	5.4	3.9	1.7	5.9	3.1	3.5	4.4

Graduation Rate	89.7	84.5	84.5	83.4	86.9	81.0	85.0	83.0	79.5
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Group	Graduating Class of 2008	
	School	
All Students	83%	
African American	84%	
Hispanic or Latino	77%	

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Sacramento High School offers ROP classes in computer graphics and design. We also have a sequence of business courses that lead to an advanced virtual enterprise course.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	211
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's 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 (School Year 2007-08)

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 [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.1
Graduates Who Completed All Courses Required for UC/CSU Admission	64.3

Advanced Placement Courses (School Year 2007-08)

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 [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A

Science	2	N/A
Social Science	2	N/A
All courses	6	3.5

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.

Sacramento Charter High School has a strong commitment to professional development. Each week all faculty members meet together for an hour and half to grow as professionals. In addition to the weekly coaching provided at these sessions, faculty members also attend regional conferences to increase their professional skills.

The most important professional development structure at Sac High is common planning times for each core subject areas. Subject area teams meet once per week for 45 minutes to an hour. Many groups choose to meet more often to collaborate on planning and teaching strategies.

Sacramento Charter High School strives to prepare students to succeed in their post-secondary plans. To meet this goal, Sac High has entered a MOU with Sacramento State College to work collaboratively to ensure that students are prepared for college level work. Over the last year, the English department has adopted the CSU curriculum to develop effective rhetorical readers and writers. A cross-subject area team attended a week long summer training program sponsored by CSU to learn how to help our students become more successful readers.

In addition to weekly professional development of not less than two hours, all staff members arrive at school a week early to work together and plan for the year. The first day after each break is also a professional development day.