

**School Accountability Report Card Reported for School Year 2008-09
(Published During 2009-10)**

Executive Summary School Accountability Report Card, 2008-09

Sacramento Charter High School

Address: 2315 34th St. , Sacramento CA 95817-1211
Principal: PK Diffenbaugh

Phone: 916-277-6200
Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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

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

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

Mission Sacramento Charter High School (Sac High) will graduate self-motivated, industrious, critically thinking student leaders who are prepared to attend a four-year college, committed to serving others and passionate about lifelong learning.

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

Student Enrollment

Group	Percent
African American	55.79 %
American Indian or Alaska Native	1.29 %
Asian	5.74 %
Filipino	0.30 %
Hispanic or Latino	24.13 %
Pacific Islander	0.79 %
White (not Hispanic)	4.95 %
Multiple or No Response	7.02 %
Socioeconomically Disadvantaged	72.00 %
English Learners	10.00 %
Students with Disabilities	9.00 %
Total Number of Students	1011

Teachers

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	13
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	40.8%
Mathematics	18.9%
Science – 10 th grade	42.8%
Science – End-of-Course	33.0%
History-Social Science	41.3%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	731
Statewide Rank (from 2008 Base API Report)	6
Similar Schools Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	In PI

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	10% (one class set of novels for one course)
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	\$5,512

School Completion

Indicator	Result
Graduation Rate	83.9%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	89%

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Sacramento Charter High School

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 on the California Department of Education (CDE) [SARC](#) Web page. 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 located on the CDE [DataQuest](#) Web page 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Sacramento Charter High School	District Name	Sacramento City Unified
Street	2315 34th St.	Phone Number	916-643-9000
City, State, Zip	Sacramento, CA 95817-1211	Web Site	www.scusd.edu
Phone Number	916-277-6200	Superintendent	Jonathan Raymond
Principal	PK Diffenbaugh	E-mail Address	superintendent@sac-city.k12.ca.us
E-mail Address	athornsberry@sthopepublicschools.org	CDS Code	34- 67439- 0102038
Web Site	www.sachigh.org		

School Description and Mission Statement (School Year 2008-09)

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

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

Vision

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

Mission

Sacramento Charter High School (Sac High) will graduate self-motivated, industrious, critically thinking student leaders who are prepared to attend a four-year college, committed to serving others and passionate about lifelong learning.

5 Pillars

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

Opportunities for Parental Involvement (School Year 2008-09)

There are several levels of parental involvement at Sacramento Charter High School, ranging from maintaining contact with parents to actively serving on committees to help improve the school. All parents are encouraged to maintain contact with their students' teachers through school-issued email and cell phones; parents are provided with the contact information each term. Also at this level, parents receive access to PowerSchool, Sac High's internal system for monitoring grades and attendance, to check daily grades and attendance. For those parents that do not have ready access to the internet, every Tuesday a snapshot of attendance and class grades are sent home with students to be signed and returned to the student's advisory teacher (as part of their Advisory grade).

At the next level, the school holds a variety of all-school parent meetings throughout the year. At the beginning of the school year, Back to School Night is held to allow parents to come to the school and meet their students' teachers, as well as meet each other. Other meetings may be specific to parent volunteering at the school (i.e., logistics, opportunities), social events to bring the school community together (i.e., end of term potluck), or to address immediate concerns that arise. Parents are notified of these meetings through mailings, newsletters, automated phone calls and notices sent home through students. Parents who would like to learn more about the general parent meetings should contact the front office at (916) 277-6200.

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

Finally, parents can become involved by participating in an ongoing committee or group. Specifically, Sac High has an active Boosters Club, a group of parents planning an educational trip abroad and the School Site Council. Other ad hoc groups may be formed to address specific issues or programs on campus and parents are encouraged to identify needs to be filled in this capacity. Parents that wish to become involved in the Boosters Club should contact FAYE CLAYTON at (916) 271-0373. For information on the School Site Council, contact Nicole Michalik, Ph.D., Title I Coordinator, at (916) 649-7952. For other committees or groups, please contact the front office at (916) 277-6200.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	294
Grade 10	293
Grade 11	249
Grade 12	175
Total Enrollment	1011

Student Enrollment by Group (School Year 2008-09)

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	55.79 %
American Indian or Alaska Native	1.29 %
Asian	5.74 %
Filipino	0.30 %
Hispanic or Latino	24.13 %
Pacific Islander	0.79 %
White (not Hispanic)	4.95 %
Multiple or No Response	7.02 %
Socioeconomically Disadvantaged	72.00 %
English Learners	10.00 %
Students with Disabilities	9.00 %

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	2006-07				2007-08				2008-09			
	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	25.9	10	25	5	21.2	23	26	--	29.1	4	18	11
Mathematics	24.6	10	13	2	22.0	18	16	--	27.1	6	21	2
Science	23.9	10	13	--	22.0	26	10	5	28.6	5	14	8
Social Science	27.2	4	15	4	23.7	15	16	4	29.7	2	19	9

III. School Climate

School Safety Plan (School Year 2008-09)

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

At the basic level, Sacramento Charter High School is a closed campus and gates are secured during the school day. The only entry point during the school day is through the main entrance where a campus monitor is stationed at all times. All visitors are directed from this point to sign in at the front office. A team of personnel are in place to ensure campus security during the school day. Campus monitors and a contracted security team monitor the common areas and are stationed at critical entry points. The security personnel are supported by a three deans and an intervention specialist that deal directly with student discipline on site.

Sacramento Charter High School has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan was last updated and disseminated to school personnel in September, 2009.

All administrators, faculty members and staff members are assigned to an emergency response team, and assume those duties when the Upper School Head or other senior administrator activates the Emergency Response Plan. Faculty members initially escort students under their supervision to either the emergency assembly areas (softball and football fields) or central shelter location inside the gymnasiums.

The senior administrator present at the time of an emergency can implement one of seven pre-determined emergency actions, triggering the shift into the crisis response organization. The plan allows for extreme flexibility, and individual teams (security, first aid, etc.) can be assembled and utilized for response without implementing a full-scale emergency response.

All staff members are trained in their individual team assignments, and the plan is rehearsed throughout the year in a series of emergency drills focusing on various scenarios. Each drill emphasizes a different team, ensuring that all staff members are trained to respond effectively.

The emergency response plan covers a wide range of specific procedures for the following emergency situations:

1. Air Pollution Episode
2. Bioterrorism
3. Bomb Threat
4. Chemical Accident - Hazardous Spill (Offsite)
5. Chemical Accident (Onsite)
6. Criminal Act
7. Earthquake Responses
 - a. During an Earthquake
 - b. After the Earthquake
 - c. Post-Earthquake Evacuation of Building checklist
8. Explosion/ Threat of Explosion
9. Fallen Aircraft
10. Fire in Area (Offsite)
11. Fire (Onsite)
12. Floods
13. Injury to Student/Fatality
14. Missing Student
15. Radiological Emergencies
16. Riots/Civil Disorders
17. Severe Windstorm/Weather
18. Threatening Individuals/Intruder

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

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

Suspensions and Expulsions

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	40.6	22.7	31.1	14.6	15.9	19.3
Expulsions	0.0	0.0	less than 0.1	0.1	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 Charter High School completed modernization in 2008-09. 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 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			None (pending SCUSD updates)
Interior: Interior Surfaces	N/A	X			None (pending SCUSD updates)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			None (pending SCUSD updates)
Electrical: Electrical	N/A	X			None (pending SCUSD updates)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			None (pending SCUSD updates)
Safety: Fire Safety, Hazardous Materials	N/A	X			None (pending SCUSD updates)
Structural: Structural Damage, Roofs	N/A	X			None (pending SCUSD updates)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			None (pending SCUSD updates)
Overall Rating	Good				N/A

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	42	39	28	2222
Without Full Credential	12	16	13	98
Teaching Outside Subject Area of Competence	0	0	3	N/A

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.1	0.9
High-Poverty Schools in District	99.0	1.0
Low-Poverty Schools in District	97.3	2.7

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	1.0	1011
Library Media Teacher (Librarian)	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
Other	0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	10% (one class set of novels for one course)
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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,334.53	\$1,748.51	\$8,586.02	\$47,673.18
District	N/A	N/A	\$8,586.02	\$47,673.18
Percent Difference – School Site and District	N/A	N/A	0 *	0 *
State	N/A	N/A	\$5512	\$67,049
Difference – School Site and State	N/A	N/A	\$3,074.02	(\$19,375.82)

* School Site and District are the same because Sacramento Charter High School is an independent charter school

Types of Services Funded (Fiscal Year 2008-09)

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

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students academic achievement. In 2008-2009, Sac High was able to fund the following programs and services:

- SAP (Student Assistance Program) – a free after school tutoring program for core content areas.
- Supplemental Education Services (SES) – a free tutoring program offered summer 2009 (for students eligible for free/reduced lunch) as per Program Improvement requirements.
- An intervention/achievement specialist (schoolwide).
- Supplemental materials/software dedicated to tracking student achievement.
- Increased professional development for teachers, staff and administrators (see Professional Development below).

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

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,885	\$42,065
Mid-Range Teacher Salary	\$52,419	\$67,109
Highest Teacher Salary	\$86,028	\$86,293
Average Principal Salary (Elementary)	\$98,946	\$107,115
Average Principal Salary (Middle)	\$101,101	\$112,279
Average Principal Salary (High)	\$116,489	\$122,532
Superintendent Salary	\$253,504	\$216,356
Percent of Budget for Teacher Salaries	36.30 %	39.40 %
Percent of Budget for Administrative Salaries	5.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	29	40	41	39	43	46	43	46	50
Mathematics	7	15	19	38	42	44	40	43	46
Science	20	38	43	29	39	42	38	46	50
History-Social Science	14	26	41	27	32	39	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	41	18	41	37
American Indian or Alaska Native	*	*	*	*
Asian	42	22	69	53
Filipino	*	*		*
Hispanic or Latino	36	17	38	43
Pacific Islander	*	*	*	*
White (not Hispanic)	57	31	73	71
Male	38	18	41	44
Female	43	20	45	38
Economically Disadvantaged	39	20	43	41
English Learners	29	16	24	29
Students with Disabilities	10	5	0	19
Students Receiving Migrant Education Services	*	*	*	*

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 Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics 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 CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. 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 Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	37.5	35.0	44.4	46.2	49.1	46.4	48.6	52.9	52.0
Mathematics	36.6	42.0	46.0	47.3	52.3	52.5	49.9	51.3	53.3

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.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	55.6	26.1	18.3	54.5	38.8	6.6
Male	63.8	21.6	14.7	56.4	35.9	7.7
Female	48.0	30.4	21.6	52.8	41.6	5.6
African American	55.8	27.3	16.9	56.4	38.5	5.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	30.8	46.2	23.1	30.8	53.8	15.4
Filipino	*	*	*	*	*	*
Hispanic or Latino	66.7	15.8	17.5	60.7	35.7	3.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	9.1	54.5	36.4	27.3	45.5	27.3
English Learners	68.8	25.0	6.2	64.5	29.0	6.5
Socioeconomically Disadvantaged	58.6	25.5	15.9	52.5	39.9	7.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	92.3	0.0	7.7	84.6	15.4	0.0

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 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.7	32.9	16.7

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	2	3	6
Similar Schools	5	8	10

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	23	83	12	731
African American	16	78	17	724
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	8	111	7	719
Pacific Islander	*	*	*	
White (not Hispanic)	*	*	*	
Socioeconomically Disadvantaged	23	84	11	723
English Learners	*	*	*	
Students with Disabilities	*	*	*	

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) 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 3	Year 2
Number of Schools Currently in Program Improvement	N/A	38
Percent of Schools Currently in Program Improvement	N/A	42.7

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 [General Admissions Information](#) Web page (Outside Source).

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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			District SCUSD			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	3.0	5.4	2.1	1.6	5.9	3.6	3.5	4.4	3.9
Graduation Rate	84.5	84.9	83.9	88.0	83.2	84.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009	
	School	
All Students	86%	
African American	87%	
Hispanic or Latino	94%	
Socioeconomically Disadvantaged	80%	

* The following groups are not numerically significant subgroups at this school and therefore not reported: American Indian/Alaska Native, Asian Filipino, Pacific Islander, White

NOTE: Data reported come from the school site. These numbers represent estimates and are not based on final graduation rates for students who exited the school (i.e., transferred) during the school year and are not accounted for.

Career Technical Education Programs (School Year 2008-09)

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.

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

Career Technical Education Participation (School Year 2008-09)

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 (some students took more than one course – this is total enrolled in any of the CTE courses)	405
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 on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.4
Graduates Who Completed All Courses Required for UC/CSU Admission	64.2

Advanced Placement Courses (School Year 2008-09)

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 on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	9	38% of seniors

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.

In 2008-2009, Sac High implemented a Research and Development Day every Wednesday in which students are released from school early to allow for staff development sessions. All teachers participate in these weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., state standards), test preparation (i.e., CAHSEE), and school culture.

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

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

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