



Executive Summary School Accountability Report Card, 2009–10

Sacramento Charter High School

Address: 2315 34th Street, Sacramento CA 95817
Principal: Will Jarrell

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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Sacramento Charter High School is a college-prep, public charter school serving students in grades 9 – 12. Sac High’s college-going culture is designed to give all students the opportunity to be accepted to and attend college. Under this model, Sac High is divided into four themed 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	Enrollment
Number of students	960
Black or African American	52.7%
American Indian or Alaska Native	0.7%
Asian	6.6%
Filipino	0.2%
Hispanic or Latino	28.2%
Native Hawaiian/Pacific Islander	1.1%
White (not of Hispanic origin)	3.8%
Two or More Races	6.8%
Socioeconomically Disadvantaged	75.4%
English Learners	16.6%
Students with Disabilities	10.1%

Teachers

Indicator	Teachers
Teachers with full credential	34
Teachers without full credential	7
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	48.3%
Mathematics	30.0%
Science	43.3%
History-Social Science	57.3%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	778
Statewide Rank (from 2009 Base API Report)	6
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 18
2010–11 Program Improvement Status (PI Year)	Year 4

School Facilities

Summary of Most Recent Site Inspection

The Sac High campus is owned and maintained by the Sacramento City Unified School District (SCUSD). The last site inspection by SCUSD was conducted in January 2011. The school is in need of minor repairs (see below and section IV. *School Facilities*) and some updates for compliance to the American's with Disabilities Act (ADA; i.e., signage).

Repairs Needed

In addition to minor repairs, the school's boiler is currently (January 2011) being repaired as well as the roof (in certain areas of the school) to stop ongoing leaks. The school's pool will be remodeled in either this school year (2010-11) or next (2011-12).

Corrective Actions Taken or Planned

Minor repairs
 ADA signage (for compliance to federal regulations)
 Pool to be repaired to be usable
 Pavilion (main gym) – new bleachers, bathrooms and elevator

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,709.93
State	\$5,681.00

School Completion

Indicator	Result
Graduation Rate (if applicable)	84.53%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	88.2%

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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 at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		Chartering District	
School Name	Sacramento Charter High School	District	Sacramento City Unified
Address	2315 34 th Street, Sacramento CA 95817	Address	5735 47th Avenue, Sacramento, CA 95824
Phone Number	(916) 277-6200	Phone Number	(916) 643-7400
Principal	Will Jarrell	Superintendent	Jonathan Raymond
E-mail Address	info@sachigh.org	E-mail Address	superintendent@sac-city.k12.ca.us
Web Site	www.sachigh.org www.sthopepublicschools.org	Web Site	www.scusd.edu
CDS Code	34-67439-0102038		

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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.

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Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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

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

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

In October 2010, the school opened its Parent Resource Center. The center allows parents sign up to volunteer on campus (processing all necessary paperwork as mentioned above), hosts workshops on topics such as helping students with homework and parenting skills, and also provides parents with a computer workstation to access PowerSchool (the school's student information system) or conduct personal work (i.e., job search).

Finally, parents can become involved by participating in an ongoing committee or group. Parents that wish to become involved in the Boosters Club should contact 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 2009–10)

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

Grade Level	Number of Students
Grade 9	255
Grade 10	254
Grade 11	253
Grade 12	198
Total Enrollment	960

Student Enrollment by Group (School Year 2009–10)

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
Black or African American	52.7%	White	3.8%
American Indian / Alaska Native	0.6%	Two or More Races	6.8%
Asian	6.6%	Not Reported	0.0%
Filipino	0.2%	Socioeconomically Disadvantaged*	75.4%
Hispanic or Latino	28.2%	English Learners*	16.6%
Native Hawaiian/Pac Islander	1.1%	Students with Disabilities*	10.1%

* As per SARC Data Elements and Definitions (November 2010), the percentages for these student groups is derived from the 2010 API Report; racial/ethnic subgroup data are derived from the California Basic Educational Data System (CBEDS) report.

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	2007–08				2008–09				2009–10			
	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	21.2	23	26	0	29.1	4	18	11	29.1	4	18	8
Mathematics	22.0	18	16	0	27.1	6	21	2	29.5	4	9	14
Science	22.0	26	10	5	28.6	5	14	8	27.3	5	15	4
Social Science	23.7	15	16	4	29.7	2	19	9	29.7	2	18	2

III. School Climate

School Safety Plan (School Year 2009–10)

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

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 in September, 2009.

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 – grade 9-12			District (SCUSD) – all grades		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	40.6	22.7	26.3	16.6	19.7	16.9
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

The Sac High campus is owned and maintained by the Sacramento City Unified School District. The campus is divided into two wings, separated by a main commons area, with additional facilities in surrounding buildings (auditorium, main gym, small gym/dance rooms/weightlifting building, dance annex, portables). From 2007-2009, the facility underwent modernization in its two wings. The main facility is in good condition, with only minor repairs needed at any time.

In 2007 the school's pool was shut down and remains unusable pending funding from the district to complete any necessary repairs. The pool is scheduled to be fully repaired during either the 2010-11 or 2011-12 school year. In 2010-11, the school's main gym (Pavilion) will get new bleachers, bathrooms, and a new elevator.

The school's tennis courts housed the portables during modernization and have not yet undergone the needed repairs to restore them to a usable state.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a		X		Boiler repairs (currently, January 2011, being worked on)
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a		X		Leaks in main commons area
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
Overall Rating		X			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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		
	2007–08	2008–09	2009–10
With Full Credential	39	28	34
Without Full Credential	16	13	7
Teaching Outside Subject Area of Competence	0	3	1

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98%	2%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	960
Counselor (Social/Behavioral or Career Development)	2	n/a
Library Media Teacher (librarian)	0	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
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	sufficient	0%	adopted most recent
Mathematics	sufficient	0%	adopted most recent
Science	sufficient	0%	adopted most recent
History-Social Science	sufficient	0%	adopted most recent
Foreign Language	sufficient	0%	adopted most recent
Health	sufficient	0%	adopted most recent
Visual and Performing Arts	sufficient	0%	adopted most recent

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)
School Site	\$8,903.65	\$1,193.72	\$7,709.33
District	n/a	n/a	n/a
Percent Difference – School Site and District	n/a	n/a	n/a
State	n/a	n/a	\$5,681
Percent Difference – School Site and State	n/a	n/a	+26%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students academic achievement. In 2009-2010, Sac High was able to fund the following programs and services:

- Supplemental Education Services (SES) – a free tutoring program offered summer 2009 (for students eligible for free/reduced lunch) as per Program Improvement requirements.
- Supplemental materials/software dedicated to tracking student achievement.
- Increased professional development for teachers, staff and administrators (see Professional Development below).

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

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,885	\$42,377
Mid-Range Teacher Salary	\$52,419	\$67,667
Highest Teacher Salary	\$86,028	\$87,102
Average Principal Salary (Elementary)	\$98,946	\$108,894
Average Principal Salary (Middle)	\$101,101	\$113,713
Average Principal Salary (High)	\$116,489	\$124,531
Superintendent Salary	\$218,225	\$223,323
Percent of Budget for Teacher Salaries	35.6%	40.2%
Percent of Budget for Administrative Salaries	5.5%	5.5%

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without

accommodations. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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 (SCUSD)			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	40.3%	40.8%	48.3%	42.7%	46.7%	48.7%	45.7%	49.9%	52.3%
Mathematics	14.6%	18.9%	30.0%	41.9%	45.1%	46.5%	42.7%	45.8%	48.1%
Science (end of course)	35.2%	33.0%	43.3%	28.6%	29.8%	34.3%	34.9%	36.0%	40.2%
History-Social Science	26.4%	41.3%	57.3%	32.5%	38.4%	46.5%	35.7%	41.0%	44.4%

Standardized Testing and Reporting 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
All Students – District (SCUSD)	48.7%	46.5%	34.3%	46.5%
All Students - School	48.3%	30.0%	43.3%	57.3%
Male	46%	29%	48%	61%
Female	50%	31%	43%	54%
Black or African American	49%	25%	47%	53%
Amer Indian/Alaska Native	na	na	na	na
Asian	48%	60%	na	85%
Filipino	na	na	na	na
Hispanic or Latino	47%	34%	41%	58%
Native Hawaiian /Pac Isl	na	na	na	na
White	67%	33%	na	64%
Two or More Races	51%	29%	38%	70%
Socioeconomically Disadv	46%	31%	45%	55%
English Learners	34%	33%	46%	57%
Students with Disabilities	5%	7%	4%	14%
Students Receiving Migrant Education Services	na	na	na	na

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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 Grade Ten Students – Three-Year Comparison (if applicable)

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

Subject	School			District (SCUSD)			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	35.0%	44.4%	47.4%	49.1%	46.4%	50.6%	52.9%	52.0%	54.0%
Mathematics	42.0%	46.0%	49.3%	52.3%	52.5%	55.0%	51.2%	53.3%	53.4%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students - School	52.6%	27.4%	20.0%	50.7%	39.5%	9.9%
Male	57.8%	24.4%	17.8%	44.8%	41.7%	13.5%
Female	48.8%	29.6%	21.6%	55.1%	37.8%	7.1%
Black or African American	52.4%	27.0%	20.6%	51.9%	39.8%	8.3%
Amer Indian/Alaska Native	na	na	na	na	na	na
Asian	na	na	na	na	na	na
Filipino	na	na	na	na	na	na
Hispanic or Latino	54.8%	29.0%	16.1%	55.6%	31.7%	12.7%
Native Hawaiian /Pac Isl	na	na	na	na	na	na
White	58.3%	16.7%	25.0%	33.3%	58.3%	8.3%
Two or More Races	na	na	na	na	na	na
Socioeconomically Disadv	54.3%	28.6%	17.1%	53.1%	39.1%	7.8%
English Learners	64.7%	26.5%	8.8%	57.1%	40.0%	2.9%
Students with Disabilities	83.3%	11.1%	5.6%	61.5%	38.5%	0.0%
Students Receiving Migrant Education Services	na	na	na	na	na	na

California Physical Fitness Test Results (School Year 2009–10)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.6%	33.1%	28.6%

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	3	6	6
Similar Schools	8	10	10

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. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	83	12	47
Black or African American	78	16	54
American Indian or Alaska Native	na	na	na
Asian	na	na	na
Filipino	na	na	na
Hispanic or Latino	111	7	59
Native Hawaiian/Pacific Islander	na	na	na
White	na	na	na
Two or More Races	na	na	na
Socioeconomically Disadvantaged	84	11	51
English Learners	na	na	40
Students with Disabilities	na	na	na

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	District (SCUSD)	State
All Students at the School	778	753	767
Black or African American	766	668	685
American Indian or Alaska Native	na	705	728
Asian	na	796	889
Filipino	na	833	851
Hispanic or Latino	784	719	715
Native Hawaiian/Pacific Islander	na	709	754
White	na	829	838
Two or More Races	na	784	807
Socioeconomically Disadvantaged	774	718	712
English Learners	775	707	691
Students with Disabilities	na	564	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District (SCUSD)
Overall	Not met: 17 of 18	Not met: 32 of 50
Participation Rate - English-Language Arts	97%	99%
Participation Rate - Mathematics	100%	99%
Percent Proficient - English-Language Arts	47.4%	not met: 50.7%
Percent Proficient - Mathematics	49.3%	not met: 56.3%
API	778	753
Graduation Rate	84.52	79.0

Federal Intervention Program (School Year 2010–11)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District (SCUSD)
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-07	2008-09
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	n/a	43
Percent of Schools Currently in Program Improvement	n/a	50.1%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (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 California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

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 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 at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District (SCUSD)			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (adjusted 1-year)	5.4	2.1	2.2	5.9	3.6	6.9	5.5	4.9	5.7
Graduation Rate	84.9	83.9	84.53	83.2	84.5	79.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District (SCUSD)	State
All Students	97%*	not available	94.5%
Black or African American	99%*	not available	89.7%
American Indian or Alaska Native	na	not available	95.3%
Asian	na	not available	97.4%
Filipino	na	not available	98.2%
Hispanic or Latino	91%*	not available	91.6%
Native Hawaiian/Pacific Islander	na	not available	95.2%
White	na	not available	98.1%
Two or More Races	na	not available	na
Socioeconomically Disadvantaged	97%*	not available	91.3%
English Learners	na	not available	98.5%
Students with Disabilities	na	not available	53.4%

*Statewide longitudinal data not complete as of January 2011. These numbers represent estimates based on current completion rates, but do not include who transferred out mid-year (not able to confirm enrollment/graduation status).

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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

Career Technical Education Participation (School Year 2009–10)

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

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

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%*
Graduates Who Completed All Courses Required for UC/CSU Admission	88.2%

*100% of general education students

Advanced Placement Courses (School Year 2009–10)

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 at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Seniors In AP Courses
Computer Science	0	n/a
English	2	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	1	n/a
Social Science	3	n/a
All courses	6	21% *

* 21% of 2010 seniors took at least one AP class during their Sac High tenure; 13% took more than one AP course.

XII. Instructional Planning and Scheduling

Professional Development

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

All teachers participate in 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.