

Executive Summary School Accountability Report Card, 2008-09

For Summit Preparatory Charter High School

Address: 890 Broadway Street, Redwood City CA 94063
Principal: Todd Dickson

Phone: 650-556-1110
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

Summit Preparatory Charter High School (SPCHS) is a seven year, public charter high school authorized by the Sequoia Union High School District. SPCHS welcomed its first freshman class in 2003, with the mission of preparing a diverse student body for college, and to be thoughtful, contributing members of society.

Student Enrollment

Group	Enrollment
Number of students	407
African American	3.4%
American Indian or Alaska Native	0.2%
Asian	4.4%
Filipino	1.0%
Hispanic or Latino	39.6%
Pacific Islander	1.2%
White (not Hispanic)	48.4%
Multiple or No Response	1.7%
Socioeconomically Disadvantaged	38%
English Learners	13.5%
Students with Disabilities	8%

Teachers

Indicator	Teachers
Teachers with full credential	23
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
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	75%
Mathematics	29%
Science	46.5%
History-Social Science	75%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	827
Statewide Rank (from 2008 Base API Report)	9
2009-10 Program Improvement Status (PI Year)	No

School Facilities

Summary of Most Recent Site Inspection

Summit Preparatory is located in a Prop 39 Facility at 890 Broadway Street in Redwood City. In August 2007, SPCHS moved locations from portables buildings on the Sequoia High School campus to its current location in a re-designed industrial building. The campus is comprised of student classrooms, a multipurpose room (lunch, all school meetings, independent learning time), teacher and administrative offices, a student and faculty parking garage, two student computer areas, as well as an outdoor park and eating area.

Repairs Needed

There are no significant repairs needed at this time.

Corrective Actions Taken or Planned

There are no corrective actions currently planned.

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 (07-08)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,800
District	\$11,470
State	\$8,611

School Completion

Indicator	Result
Graduation Rate	98.9%

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	100%

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

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 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. 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 school's contact information.

School		District	
School Name	Summit Preparatory Charter High School	District Name	Sequoia Union High School District
Street	890 Broadway Street	Phone Number	650-364-1400
City, State, Zip	Redwood City, CA 94063	Web Site	www.seq.org
Phone Number	650-556-1110	Superintendent	Pat Gemma
Principal	Todd Dickson	E-mail Address	pgemma@seq.org
E-mail Address	tdickson@summitprep.net	CDS Code	41-69062-0112722

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

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

Our Mission

Summit's mission is to prepare a diverse student population for success in four-year colleges and to be thoughtful, contributing members of society.

Core Characteristics

All students and teachers are expected to embody the six core characteristics: respect, responsibility, compassion, curiosity, courage, and integrity.

Academic Program

Summit has implemented a rigorous curriculum that is preparing all students for Advanced Placement (AP) courses beginning junior year.

- * 100% of Summit graduates meet or exceed UC entrance requirements
- * 100% of Summit seniors took the SAT exam and at least two AP exams.

Faculty Mentors

Each faculty mentor is paired with no more than 18 students and stays with those students for four years. Mentor groups meet for ten minutes every day and during the Connections once a week to help students clarify and achieve their personal and academic goals. These relationships provide the student with personal attention, structure, resources, and standards.

Teaching approaches:

Research-based Instructional Methods / Approaches

- * An interdisciplinary curriculum - all core courses explore content through the lens of a common theme
- * Differentiated instruction – lessons challenge each student to reach his/her potential regardless of differences in learning style, prior knowledge, or skill level
- * Project based learning – students learn content and skills by developing solutions to real world problems
- * Block Scheduling –Math/Science and English/Social Studies meet in the same block to enable interdisciplinary lesson plans.
- * Looping – we make every effort to have the same teachers teaching the same students for two or more years

Assessment

- * We believe the mastery of content and skills is a fluid process and that students learn at different rates. The assessments used by Summit compare each student's individual achievement to state, national and collegiate standards, not other students
- * Letter grades are assigned for core course work and are consistent with state measures
- * Culminating Projects – the final unit of each school year includes an interdisciplinary project that allows students to demonstrate the skills and knowledge they have acquired
- * Standardized Exams – students will take yearly STAR Exams, the California High School Exit Exam, Advanced Placement Tests, and college entrance exams such as the SAT.

Opportunities for Parental Involvement (School Year 2008-09)

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

Summit recognizes that students learn best when parents are involved in their learning and their learning community. Almost all current research indicates that parental involvement is the single most important ingredient to student success after socioeconomic status. Accordingly, SPCHS actively reaches out to parents to encourage them to be involved in the school in many ways. The Summit Parent Organization Team ("SPOT") is responsible for coordinating Summit Prep volunteer needs and activities, and recording volunteer participation. The SPOT management team strives to match school needs with the interests and schedules of each family and values input from the entire Summit community. SPOT is divided into 6 functional committees with Managers for each group, and leads for each subgroup. The committees are as follows: Administration Support Committee, Athletic Committee, Communications Committee, Events & Hospitality Committee, SPOT Fundraising Committee, Student Programs Committee.

Parents are encouraged to contribute 30 hours of volunteer time in the above categories, some examples being:

- Helping on the school camping trip
- Helping on grade level Study Trips
- Helping to serve lunch
- Helping to do data entry, mailings, community outreach
- Helping with Open Houses
- Helping with the college process
- Helping Career Day
- Helping with athletics

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	108
Grade 10	106
Grade 11	98
Grade 12	95
Total Enrollment	407

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	X			25	X			25	x		
Mathematics	25	X			25	X			25	X		
Science	25	X			25	X			25	X		
Social Science	25	x			25	x			25	X		

III. School Climate

School Safety Plan (School Year 2008-09)

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

Summit Preparatory Charter High School has worked hard to ensure the School Safety Plan meets or exceeds safety standards. There is a designated team on site to review and monitor the safety plan periodically. The Plan includes but is not limited to Emergency Safety Drills, building inspections and safety training for staff members. All staff and students participate in training to ensure familiarity with emergency procedures. All staff members are certified in first aid and CPR.

The School also complies with the Education Code requirement that each new employee be fingerprinted for the purpose of obtaining a criminal background check as a condition of employment. SPCHS follows standard health and safety practices as required by State and local law.

All visitors to the school are required to sign in and indicate the purpose of their visit. No unauthorized visitors are allowed on the campus. The School practices close communication with parents, such as calling home when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

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	3	4	4	1906	1425	2240
Expulsions	2	2	1	131	117	120

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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

Summit Preparatory is located at 890 Broadway Street in Redwood City in a re-designed industrial building. The campus is comprised of student classrooms, a multipurpose room (lunch, all school meetings, independent learning time), teacher and administrative offices and common areas, a student and faculty parking garage, two student computer areas, as well as an outdoor park and eating area. This park was designed and built on the North side of the school for the 2008-09 school year. The area has benches for students to eat lunch, a basketball court, and a grass area.

Each classroom is equipped with an LCD projector and the entire building is equipped for wireless internet. There is a separate student and teacher network. All teachers have access to office phones and each has his/her own extension. For the 08-09 school year, the voice mail system was improved so that all voicemails were automatically routed to be received on teacher email. The building is alarmed and the garage door is gated and alarmed once students safely arrive.

The facilities used by Summit Preparatory Charter High School are provided by the Sequoia Union High School District in fulfillment of the district's Proposition 39 obligations. The district is responsible for major maintenance and code compliance of the facilities. The facilities are well maintained and in good condition and are adequate for the delivery of the LPS instructional program. SPCHS contracts directly for custodial services and the facilities are cleaned on a daily basis.

With the help of parent volunteers, SPCHS plans monthly beautification and cleaning days to improve the appearance of the campus.

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.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
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			
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			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	21	23	23	97.6%
Without Full Credential	0	0	0	2.4%
Teaching Outside Subject Area of Competence	0	0	0	6% (07-08)

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 Academic 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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	98.5%	1.5%
High-Poverty Schools in District	0	
Low-Poverty Schools in District	1	

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	5	80
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.01	N/A
Resource Specialist (non-teaching)	2	N/A
Other	0	N/A

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/or Instructional Materials
Reading/Language Arts	Standards based, content based, grade level appropriate	0
Mathematics	Standards based, content based, grade level appropriate	0
Science	Standards based, content based, grade level appropriate	0
History-Social Science	Standards based, content based, grade level appropriate	0
Foreign Language	Standards based, content based, grade level appropriate	0
Health	Standards based, content based, grade level appropriate	0
Visual and Performing Arts	Standards based, content based, grade level appropriate	0
Science Laboratory Equipment (grades 9-12)	Standards based, content based, grade level appropriate	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 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)	Average Teacher Salary
School Site	\$8900	\$8900	\$8810	\$56,294
District	N/A	N/A	\$11,470	\$59,511 (06-07)
% Difference – School Site and District	N/A	N/A	30%	5%
State	N/A	N/A	\$8,611	\$64,246
% Difference – School Site and State	N/A	N/A	2%	14%

Types of Services Funded (Fiscal Year 2008-09)

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

Summit's Community High School Foundation fundraises each year and between 5 and 7 % of total revenue comes from the foundation fundraising. Each year, Summit determines which programs would best benefit from this funding.

Additionally, Summit outsources to various parties for its Intersession courses, operations and housekeeping (custodial services, facilities, and lunch), back office support (accounting, payroll), special education (testing, placements), athletics (coaching), and legal counsel.

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

Category	District (Site) Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,985	\$40,917
Mid-Range Teacher Salary	\$54,444	\$64,688
Highest Teacher Salary	\$67,621	\$82,849
Average Principal Salary (High)	\$100,000	\$123,438
Superintendent Salary	N/A	\$176,846
Percent of Budget for Teacher Salaries	61%	40%
Percent of Budget for Administrative Salaries	10%	6%

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 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 includes ELA for grades three through eight and science in grades five and eight 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	74%	67%	76%	53%	52%	55%	43%	46%	50%
Mathematics	25%	26%	29%	32%	31%	35%	40%	43%	46%
Science	52.8%	44%	45%	38%	40%	42%	31%	35%	35%
History-Social Science	81%	70%	75%	37%	43%	54%	33%	36%	41%

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	World History
African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	59%	9%	20%	62%	38%
Pacific Islander	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	88%	47%	68%	90%	90%
Male	75%	32%	50%	83%	79%
Female	76%	26%	39%	71%	64%
Economically Disadvantaged	53%	9%	19%	53%	28%
English Learners	17%	4%	3%	N/A	N/A
Students with Disabilities	33%	6%	6%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

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 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 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 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	97	95	93	80	81	83	77	79	79
Mathematics	91	93	97	82	84	86	76	78	80

California High School Exit Examination Results by Student Group – Most Recent Year

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 or Advanced	Not Proficient	Proficient or Advanced
All Students	7	93	3	97
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	10	90	8	92
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	6	94	0	100
Male	5	95	2	98
Female	9	91	5	95
Economically Disadvantaged	12	88	10	90
English Learners	17	83	17	83
Students with Disabilities	17	83	0	100
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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 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	72.1%	40.4%	13.5%

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 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	2006	2007	2008
Statewide	10	9	9
Similar Schools	9	9	9

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	5	-32	18	827
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	5	-42	38	747
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	6	-19	15	884
Socioeconomically Disadvantaged	N/A	N/A	48	728
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

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

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		2008
Year in Program Improvement		1 of 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0%

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 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>.

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>.

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			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	0%	0%	1%	2.7%	2.2%	3%	4.2%	3.9%
Graduation Rate	N/A	97.2%	98.9%	90%	86.5%	87.4%	87%	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	District (data for class of 2008 available)	State
All Students	100%	88%	N/A
African American		75%	N/A
American Indian or Alaska Native		100%	N/A
Asian		97%	N/A
Filipino		100%	N/A
Hispanic or Latino		78%	N/A
Pacific Islander		75%	N/A
White (not Hispanic)		97%	N/A
Socioeconomically Disadvantaged		81%	N/A
English Learners		79%	N/A
Students with Disabilities		82%	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

SPCHS does not currently offer CTE programs.

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 pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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 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	100%

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses in 11 th or 12 th grade*
Computer Science	0	N/A
English	2	100% 11 th /12 th
Fine and Performing Arts	0	N/A
Foreign Language	2	22% of 9-12 th
Mathematics	2	100% 12 th grade
Science	1	100% 12 th grade
Social Science	2	100% 11 th /12 th
All courses	9	100 %
*All percentages for 11-12 th grade enrollment except foreign language which includes all students		

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.

SPCHS believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, SPCHS invests heavily in professional development for our staff. Annually, teachers engage in 38 days of professional development sessions designed and lead by the staff including 19 days in the month of January and 19 days in the months of May and June while students are participating in their elective courses and community outreach programs. In 2008-2009, there were two additional PD days in August and in the 06-07 and 07-08 school years, there were seven additional days in August.

Every individual has a two hour block of time per day to plan individually or to work with other department members for collaborative planning. Each week, approximately 3.5 hours of time is allotted for staff meeting time; this time is broken down in to full faculty planning for common goals, visions, and school wide concerns, grade level time, and time for teams and individuals can work towards meeting goals set forth on their personal educator plans (PEPs).

This has been the consistent model for the last three years, and is continually evaluated and adjusted by the entire faculty.