

Executive Summary School Accountability Report Card, 2005-06

For Burlingame High School

Address: One Mangini Way
Burlingame, CA 94010-2708

Phone Number: (650) 558-2899

Principal: Matt Biggar

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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

Burlingame High School (BHS) is dedicated to the preparation of academically and socially responsible students. A qualified and talented staff plus strong community support helps provide our students with a high quality education. Our school staff is dedicated to meeting the needs of all of our students. We offer a comprehensive and challenging academic program and many extracurricular activities. We are currently ranked in the top one and a half percent of all high schools nationally by Newsweek magazine based on the number of students taking advantage of our Advanced Placement courses. We are a Jefferson Award school, a national recognition for our outstanding community service program. Ninety-eight percent of our graduates in 2006 went to college. Through generous parent and community support, we have been able to fund school classroom and technology resources, an after school academic center, a service learning program, and a career exploration program for students. We recently completed a major facility modernization project that has provided us with a new and expanded library building, a new math/science/music building and a fully renovated main classroom and student services building.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	1369	Teachers With Full Credential	63
African American	1.2 %	Teachers Without Full Credential	3
American Indian or Alaska Native	0.1 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	11.0 %	Misassignments of Teachers of English Learners	0
Filipino	1.7 %	Total Teacher Misassignments	0
Hispanic or Latino	14.2 %		
Pacific Islander	0.9 %		
White (Not Hispanic)	68.4 %		
Multiple or No Response	2.5 %		
Socioeconomically Disadvantaged	4.7 %		
English Learners	6.0 %		
Students with Disabilities	8.0 %		

School Facilities

Summary of Most Recent Site Inspection
All facilities are in good repair.

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 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,713
District	\$6,988
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	66%
Mathematics	37%
Science	62%
History-Social Science	60%

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	804
Statewide Rank (from 2005 API Base Report)	9
2006-07 Program Improvement Status	N/A

School Completion

Indicator	Result
Graduation Rate	98%

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	1%
Completed All Courses Required for University of California California State University Admission	62.8%

Burlingame High School School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Burlingame High	District Name	San Mateo Union High
Street	One Mangini Way	Phone Number	650.558.2299
City, State, Zip	Burlingame, CA 94010-2708	Web Site	http://www.smuhsd.org
Phone Number	650.558.2899	Superintendent	Samuel Johnson, Jr.
Principal	Matthew Biggar	E-mail Address	sjohnson@smuhsd.org
E-mail address	mbiggar@smuhsd.org	---	---

School Description and Mission Statement

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

Burlingame High School (BHS) is dedicated to the preparation of academically and socially responsible students. A qualified and talented staff plus strong community support helps provide our students with a high quality education. Our school staff is dedicated to meeting the needs of all of our students. We offer a comprehensive and challenging academic program and many extracurricular activities. We are currently ranked in the top one and a half percent of all high schools nationally by Newsweek magazine based on the number of students taking advantage of our Advanced Placement courses. We are a Jefferson Award school, a national recognition for our outstanding community service program. Ninety-eight percent of our graduates in 2006 went to college. Through generous parent and community support, we have been able to fund school classroom programs and technology resources, an after school academic center, a service learning program, and a career exploration program for students. We recently completed a major facility modernization project that has provided us with a new and expanded library building, a new math/science/music building and a fully renovated main classroom and student services building.

Opportunities for Parental Involvement

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

BHS has a highly involved and supportive Parents Group, in addition to the Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, and Latino Parents Group. All of these groups provide substantial volunteer and financial support. Our Parents Group raises money through an annual community event, Taste of the Town, and donates to our Excellence Fund. Our parents were commended in our school accreditation process for their 'substantial and unwavering support' by a

visiting committee to our school. Parents are also involved with our School Advisory Council. Our ELD parents meet with school staff at least once per semester in the English Learner Advisory Committee.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 9	337
Grade 10	341
Grade 11	336
Grade 12	355
Total Enrollment	1369

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.2	White (not Hispanic)	68.4
American Indian or Alaska Native	0.1	Multiple or No Response	2.5
Asian	11.0	Socioeconomically Disadvantaged	4.7
Filipino	1.7	English Learners	6.0
Hispanic or Latino	14.2	Students with Disabilities	8.0
Pacific Islander	0.9	---	---

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	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.8	23	20	14	25.5	26	16	13	26.1	10	36	8
Mathematics	27.4	17	13	16	27.7	15	14	16	28.3	8	20	16
Science	30.8		17	9	30.6	2	13	11	32.0	1	8	20
Social Science	29.2	5	14	11	29.1	1	19	6	29.7	4	17	11

II. School Climate

School Safety Plan

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

Our students' safety is our number one priority. We have two assistant principals, a dean of students, four counselors, a school safety advocate(SSA), a school resource officer(SRO), and two campus security aides who lead our efforts on school safety. Staff patrols the campus throughout the day. We also partner with the Burlingame Police Department through a school resource officer. We hold safety drills during the year, including "Code Blue" drills to practice locking down the campus. We have a closed campus, and students may not leave until their school day is over. We also have a Mutual Respect and Tolerance policy.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

We have an extensive Freshmen transition program in which teachers and upper classmen guide our freshmen students through orientation and workshops during the year. We have four counselors, a college and career advisor, a career exploration coordinator, and a service learning coordinator. Our school safety advocate counsels students and oversees conflict resolution. A district speech, language, and hearing specialist conducts classes at BHS two days a week, and a district psychologist comes to our campus two days a week to assess students and participate in Individual Education Plan (IEP) meetings and Student Study Team meetings. We have a full-time library media teacher and health clerk. Through our School Safety Plan, we administer discipline on a graduated basis for student infraction of rules. We expect and enforce high expectations for behavior by all of our students. Our increase in the number of suspensions in 2005 is largely due to increased enforcement of the dress code.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	14	17	14	18	22	23
Expulsions	.2	.4	.3	.4	.4	.5

III. School Facilities

School Facility Conditions and Improvements

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

A four-year facility modernization project was largely completed in 2006. In Fall of 2004, we opened a brand-new library building and math, science, and music classroom building. These state-of-the-art facilities feature exteriors consistent with the beautiful, historic look of our main classroom building. The main building is modernized with enlarged classrooms and updated interiors. A districtwide bond measure, Measure D, provided most of the funding for this project. Thanks to a second bond measure, Measure M, passed in 2006, we will be able to build a Technology Arts Building and renovate the gym, theater and cafeteria. We take pride in maintaining and improving our beautiful campus and facilities under the direction of our Plant Manager and maintenance crew.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		

Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	N/A		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	57	58	63	440
Without Full Credential	4	5	3	8
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
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 NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <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	93.8	6.2
All Schools in District	97.0	3.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	97.0	3.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district has a pool of qualified substitute teachers. If we cannot get immediate coverage for an absent teacher, teachers or administrators cover the class. We require all teachers to leave appropriate lesson plans for the substitute.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

We evaluate new teachers annually and tenured teachers every other year, using the California Standards for the Teaching Profession. Administrators observe the teachers working with students in their classrooms and review other evidence submitted by teachers. We support our new teachers through their subject department groups, new teacher meetings, and district mentoring programs.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	488.9
Library Media Teacher (Librarian)	1.0	---
Other	1.8	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Current & meet State & Local Standards	0
Mathematics	Current & meet State & Local Standards	0
Science	Current & meet State & Local Standards	0
History-Social Science	Current & meet State & Local Standards	0
Foreign Language	Current & meet State & Local Standards	0
Health	Current & meet State & Local Standards	0
Science Laboratory Equipment (grades 9-12)	Current & meet State & Local Standards	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,620	\$907	\$5,713	\$79,583
District	---	---	\$6,988	\$73,095
Percent Difference - School Site and District	---	---	18%	9%
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	20%	33%

Types of Services Funded

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

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

Our Parents Group raised over \$250,000 for school programs in 2005-06. Our Alumni Association, Athletic Boosters, Music Boosters, and Drama Boosters all provide needed financial support. The City of Burlingame and community members have made generous contributions to athletic facilities on campus. We receive grants from the Peninsula Community Foundation, Shinnyo-en Foundation, Wells Fargo Bank, Target, and PG&E.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,987	\$37,671
Mid-Range Teacher Salary	\$74,311	\$63,121
Highest Teacher Salary	\$87,526	\$78,630
Average Principal Salary (High)	\$131,881	\$111,909
Superintendent Salary	\$191,206	\$163,061
Percent of Budget for Teacher Salaries	38.5	37.8
Percent of Budget for Administrative Salaries	5.8	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and

proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	61	63	66	52	56	57	36	40	42
Mathematics	32	35	37	30	34	35	34	38	40
Science	41	49	62	36	41	51	25	27	35
History-Social Science	52	52	60	41	49	53	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	59	53	59	61
Filipino	73	40		*
Hispanic or Latino	44	20	29	32
Pacific Islander	*	*	*	*
White (Not Hispanic)	73	39	70	66
Male	62	39	61	62
Female	70	35	62	58
Economically Disadvantaged	19	24	26	28
English Learners	7	30	9	8
Students with Disabilities	15	6	4	18

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	14.0

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

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

API Rank	2003-04	2004-05	2005-06
Statewide	9	9	9
Similar Schools	4	4	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	6	17	7	804
Asian		53	-9	835
Hispanic or Latino	7	17	12	675
White (not Hispanic)	3	10	7	828
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	14.3

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.5	0.5	0.8	1.1	1.1	1.2	3.2	3.3	3.1
Graduation Rate	96.9	96.3	98.2	95.0	94.2	96.0	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	98%	98%	---
African American	100%	100%	---

American Indian or Alaska Native	N/A	100%	---
Asian	100%	100%	---
Filipino	100%	100%	---
Hispanic or Latino	100%	97%	---
Pacific Islander	100%	98%	---
White (not Hispanic)	100%	99%	---
Socioeconomically Disadvantaged	100%	100%	---
English Learners	100%	93%	---
Students with Disabilities	100%	99%	---

Career Technical Education Programs

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.

We have a College and Career Center that provides students with information about specific colleges and careers. Our career exploration advisor counsels students about life after high school and places hundreds of students in career exploration positions and activities. Our college advisor works full time in providing counsel and resources for student college planning.

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	283
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80.0
Graduates Who Completed All Courses Required for UC/CSU Admission	62.8

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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

Science	3	---
Social Science	3	---
All courses	10	8.5

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

We have four guidance counselors who help students select high school courses and options. Each student creates a four-year plan in the tenth grade and revisits the plan with their counselors each year. The students are encouraged to take courses that make them eligible for four-year colleges and universities. Other options beyond high school can also be fully explored. Many college representatives visit our campus during the fall and meet with our students. Assistance with application for admission and financial aid is provided by our counselors and career center staff. PSAT, SAT and other tests needed for college are coordinated through our career center.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	66.7	68.4	67.6
Average Verbal Score	521	536	546
Average Math Score	557	566	572
Average Writing Score	---	---	547

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Matthew Biggar has been Principal for four years. He has seven years experience as a school administrator and five years as a teacher.

Our administrative team consists of one principal, two assistant principals, a dean of students, a part-time student activities director, a part-time technology coordinator and an administrative assistant. In addition, we have a curriculum council composed of department chairs that meet on a monthly basis. School leadership is also provided through the School Advisory Council and Leadership Team composed of staff, student, parent, and community representatives.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Our professional development plan includes an hour each week for staff collaboration and meetings, staff participation in conferences and workshops, and two staff development days. We believe effective professional development is collaborative, based on teaching teams and should be focused on student learning and achievement.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,623	64,800
10	65,623	64,800
11	65,623	64,800
12	65,623	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

We held two minimum days following Back to School Night in the Fall and Open House in the Spring. We held six minimum days for final exams for the Fall and Spring semester.