

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Alhambra Senior High	<b>District Name</b>	Martinez Unified
<b>Principal</b>	Mrs. Toni Taylor	<b>Superintendent</b>	Dan White Ed.D.
<b>Street</b>	150 E St.	<b>Street</b>	921 Susana St.
<b>City, State, Zip</b>	Martinez, CA 94553-3139	<b>City, State, Zip</b>	Martinez, CA 94553-1848
<b>Phone Number</b>	925-313-0440	<b>Phone Number</b>	925-313-0480
<b>FAX Number</b>	925-229-2097	<b>FAX Number</b>	925-313-0476
<b>Web Site</b>	<a href="http://www.martinez.k12.ca.us/AHS">www.martinez.k12.ca.us/AHS</a>	<b>Web Site</b>	<a href="http://www.martinez.k12.ca.us">www.martinez.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:ttaylor@martinez.k12.ca.us">ttaylor@martinez.k12.ca.us</a>	<b>E-mail Address</b>	<a href="mailto:cfereira@martinez.k12.ca.us">cfereira@martinez.k12.ca.us</a>
<b>CDS Code</b>	07-61739-0730549	<b>SARC Contact</b>	Chuck Fereira, Asst. Supt., Curriculum and Instruction

**School Description and Mission Statement**

Alhambra High School, established in 1897 and located in the heart of the City of Martinez, is the only comprehensive high school in the community. Martinez has a "small-town culture" within a larger suburban setting and has a population of 38,000. In addition to Alhambra, the 4000 student Martinez Unified School District provides learning experiences at four elementary, one junior high, one alternative high school and one independent school.

As the only comprehensive high school in Martinez, Alhambra High School is steeped in tradition. This tradition is evident through our strong parent involvement in PTSA, Booster Club, Site Council, athletic events, Grad Night, AHS Arts Foundation, Strategic Planning (both district and site) and at leadership activities. A majority of our students have lived in the community and attended school within this small district throughout their school lives as have many of their parents.

In the last six years, the community's goals have become more our-year college oriented. The community and district have strongly supported change through the process of Strategic Planning. Despite increasing negative impact from state budget problems, the community strives to make changes that will benefit all students. The goal was, and is, to continually strive to make Alhambra an outstanding comprehensive high School.

**Mission Statement:**

Together we will ensure diverse paths to success and a quest for knowledge.

**We believe that:**

- Higher expectations will yield higher results.
- Fiscal and academic accountability for all is essential.
- All students have the potential to achieve academic, social and emotional success.
- Responsiveness to change, flexibility and a positive attitude lead to success.
- Continuous improvement is a priority.
- Everyone is a valued member of our learning community.
- Responsibility for learning is a cooperative effort between students and adults.
- Diversity enriches our community.

**Opportunities for Parental Involvement**

<b>Peggy Wallace, PTSA President</b>	<b>Toni Taylor, Principal</b>	<b>Peggy: 925-228-7033</b>	<b>Toni: 925-313-0440</b>
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AHS is proud of the parental involvement, which takes many forms. The chartered and formally organized groups are Site

Council, AHS Athletic Boosters, Visual and Performing Arts Boosters and PTSA. Less formal groups are the parent groups that support each individual sport, and Grad Night. For more information, please see the web links on the district web site at [www.martinez.k12.ca.us](http://www.martinez.k12.ca.us).

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	385
Grade 10	341
Grade 11	325
Grade 12	289
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>1340</b>

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	46	3.4	Hispanic or Latino	193	14.4
American Indian or Alaska Native	36	2.7	Pacific Islander	5	0.4
Asian	37	2.8	White (Not Hispanic)	973	72.6
Filipino	27	2.0	Multiple or No Response	23	1.7

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review: October 2004</b>	<b>Date Last Discussed with Staff: October 2004</b>
<p>AHS presents the site safety plan to the staff as part of the staff handbook orientation in the fall. The school conducts fire and earthquake drills monthly and participates in the Contra Costa Emergency Response team. In addition, the administration at Alhambra High School holds monthly meetings with local law enforcement, the district's superintendent, and the two other secondary district administrators to discuss safety issues and procedures. The Comprehensive School Safety Plan as approved by the Department of Education is being updated to approve new guidelines in the spring of 2006.</p>	

### School Programs and Practices that Promote a Positive Learning Environment

<p>Alhambra High School is a comprehensive public high school in the Martinez Unified School District nestled in the rolling hills of Martinez. Alhambra keeps a strong tie to deeply rooted community traditions. Many of our parents and business people are themselves graduates of Alhambra High. The population of 1,347 students is primarily Caucasian with a growing diversity of minority students. Alhambra was a California Digital High School, and has incorporated technology into all curricular areas</p> <p>AP and Honors classes are offered in English, Mathematics, Social Studies, Science, Foreign Language and Fine Arts. Some of the newer AP courses are the result of the AP Challenge grant that ended in 2003. Alhambra has an extensive Regional Occupation Program (ROP). The program includes courses in Cabinet Making, Automotive, Multi-Media Design, Computer Programming, Journalism, and Creative Writing / Graphic Design. With the support of ROP and the District, our automotive program will achieve national certification this year. Our new Center for the Arts building opened two years ago. The center houses the drama, choir and band programs as well as providing a gallery for display of student art work. The school newspaper is published monthly. The leadership class, student government and club programs involve</p>
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many of our students with wide support from the staff. We field 33 teams in a variety of sports for girls and boys.

Alhambra High School has a "small town culture" within the diverse, suburban Bay Area. In the last six years, the community's goals have become more four-year college oriented. The community's and District have strongly supported change through the process of Strategic Planning. Despite increasing negative impact from state budget problems, the community strives to make changes that will benefit all students. The goal was, and is, to continually strive to make Alhambra an outstanding comprehensive high school.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	99	168	92	N/A	N/A	468
<b>Rate of Suspensions</b>	.08	.13	.07	N/A	N/A	.11
<b>Number of Expulsions</b>	.00	2	3	N/A	N/A	23
<b>Rate of Expulsions</b>	.00	.001	.002	N/A	N/A	.005

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms are included below.

AHS was completely remodeled in 1992. The last phase of the remodel was the completion of the Center for the Arts in 2003, which houses a 350 seat amphitheater, as well as classrooms for band and drama. The Strategic Planning Action Team for Facilities did a facilities analysis in the spring of 2003 and presented to the District long range plans for maintenance and renovation of athletic facilities: tennis courts, softball fields and football fields. The pool, football and soccer fields were refurbished in 2003. The tennis court and softball field were refurbished in the summer of 2004. During the summer of 2005, three new semi-portable classrooms were added to the end of J-Building, the blue trim on the outside of all the buildings was re-painted, and additional lunch time seating for students was added to the commons area. In addition, Alhambra obtained possession of the entire lower parking lot, which provided an additional 150 parking spaces for our students.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>English-Language Arts</b>	36	33	48	39	41	46	32	35	36
<b>Mathematics</b>	22	25	25	33	37	40	31	35	34
<b>Science</b>	56	46	51	56	43	46	30	27	25
<b>History-Social Science</b>	35	34	41	32	29	37	28	28	29

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	37	31	57	59	29		52
Mathematics	16	9	46	13	18		26
Science	33		67	53	40		53
History-Social Science	28	27	53	56	29		44

### CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	40	56	3	24	49	9	52	
Mathematics	28	21	0	12	26	7	26	
Science	53	50		29	52		52	
History-Social Science	47	36	6	28	42	9	44	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data is reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	58	63	---	53	55	---	43	43
Mathematics	---	56	63	---	57	61	---	50	51

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	50	44	63	68	50		68
Mathematics	47	46	77	73	46		68

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	59	68	6	47	65	25	68	
Mathematics	65	61	6	43	65	18	69	

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				29.9	27.1	32.0	24.8	26.7	22.9
7				61.4	64.1	58.8	29.1	31.3	27.0
9	23.2	29.0	18.7	22.8	29.1	18.1	26.3	25.3	27.2

### Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools

most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	98	97	97	Percent Tested	97	97	99
API Base Score	680	664	654	API Growth Score	652	653	731
Growth Target	6	7	7	Actual Growth	-28	-11	77
Statewide Rank	7	6	5				
Similar Schools Rank	1	3	2				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	561	576	575	API Growth Score	540	569	652
Growth Target	5	6	6	Actual Growth	-21	-7	77
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	707	685	674	API Growth Score	678	674	751
Growth Target	5	6	6	Actual Growth	-29	-11	77

## API Subgroups - Socioeconomically Disadvantaged

API Base Data			API Growth Data				
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

## Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
<b>Year Identified for Program Improvement</b>		---
<b>Year in Program Improvement</b>		---
<b>Year Exited Program Improvement</b>		---
<b>Number of Schools Currently in Program Improvement</b>	---	1
<b>Percent of Schools Identified for Program Improvement</b>	---	12.5

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	No	Yes	---	No	No
<b>Subgroups</b>						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	No	Yes	---	Yes	Yes
<b>African American</b>	---	n/a	n/a	---	Yes	n/a
<b>American Indian or Alaska Native</b>	---	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	---	n/a	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	No	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

## IV. School Completion (Secondary Schools)

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1232	1241	1258	1382	1407	1408	1735576	1772417	1830664
Number of Dropouts	3	33	28	3	63	59	47899	48210	58493
Dropout Rate (1-year)	0.2	2.7	2.2	0.2	4.5	4.2	2.8	2.7	3.2
Graduation Rate	98.5	97.9	94.5	89.5	87.3	81.1	86.7	87.0	86.7

## V. Class Size

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	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	24.4	23	20	8	23.7	25	22	7	24.1	27	14	16
Mathematics	25.0	20	17	9	26.1	13	29	2	27.5	13	15	16
Science	27.3	2	22	2	27.5	2	25		28.7	1	22	4
Social Science	28.4	2	32	7	28.9	1	27	7	31.7	2	19	19

## VI. Teacher and Staff Information

## Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	21.1	---
<b>All Schools in District</b>	---	27.8
<b>High-Poverty Schools in District</b>	---	0.0
<b>Low-Poverty Schools in District</b>	---	27.9

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	61	60	62
<b>Teachers with Full Credential</b>	53	53	59
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	1
<b>Pre-Internship</b>	0	0	1
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	9	7	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	N/A	8	8

<b>Total Teacher Misassignments (Total number of Sections)</b>	N/A	N/A	0

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	0.4
<b>Master's Degree plus 30 or more semester hours</b>	21.0	17.4
<b>Master's Degree</b>	16.1	11.6
<b>Bachelor's Degree plus 30 or more semester hours</b>	48.4	58.5
<b>Bachelor's Degree</b>	14.5	11.6
<b>Less than Bachelor's Degree</b>	0.0	0.4

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	0	0	0

### Teacher Evaluations

All procedures related to teacher evaluations are contained in the negotiated agreement with the bargaining unit. The evaluation tool is based on the California Standards for the Teaching Profession (CSTP). Non-tenured teachers are evaluated on an annual basis utilizing the evaluation tool based on the CSTP. Tenured teachers are evaluated on an every other year basis. With agreement from their supervisor, tenured teachers may choose a self-directed project-based form of evaluation as opposed to the evaluation tool based on the CSTP. Completed evaluations are confidential and maintained in personnel files at the District Office. Areas marked as unsatisfactory must have an improvement plan attached and may result in referral to the Peer Assistant Review process.

Three (3) staff development days for teacher training are part of the contractual work year. In addition, the district provides training opportunities during and outside the workday for professional improvement.

### Substitute Teachers

The District maintains an adequate supply of substitute teachers. However, there is a shortage of substitutes with backgrounds in math, science and special education.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	2.0

<b>Librarian</b>	1.0
<b>Psychologist</b>	.8
<b>Speech/Language/Hearing Specialist</b>	.4
<b>Other</b>	

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
2.0	670.0

## **VII. Curriculum and Instruction**

### **School Instruction and Leadership**

The principal is the instructional leader of the school. The principal chairs the School Site Council, department chairperson meetings, school leadership team, site and the strategic planning team. The principal coordinates and manages input from these groups to determine the long and short term goals of the school. The principal is an active member of the school Parent Teacher Association (PTA). The principal oversees all budgets, state testing, certain aspects of staff development, and the evaluation of site employees. The focus of all site planning is the improvement of student achievement for all students; the principal is the key champion of this effort.

The instructional program is standards-driven; content standards, aligned to state standards, drive the instruction for all students. In addition to content standards in English-Language Arts, Mathematics, History-Social Science, Health, Science, Foreign Language, Physical Education and the Visual & Performing Arts, the District adopted cross-discipline academic standards (critical thinking and information processing skills) and life-long learning standards (career education, community involvement, leadership). Cross-discipline and life-long learning standards are taught across all content areas. All students have access to the standards-based core curricula.

Student progress is monitored and measured by a variety of assessment tools: California Content Standards Tests (CSTs) criterion referenced tests, state adopted norm referenced tests, teacher observation, textbook series assessments, student portfolios, report card marks and classroom presentations/performance. Student progress is reported to staff, students, parents and the school community through school accountability report cards, the state accountability program Academic Performance Index (API), the federal, Adequate Yearly Progress (AYP), individual student report cards, and Fitness Test results.

### **Professional Development**

The focus of the district and school sites professional development efforts is determined from the analysis of student achievement data, input from district staff and school governance and support committee including school site councils, parent organizations, and the Curriculum Advisory Committee.

Staff development activities are funded from a variety of sources (state and federal funds) identified in the district's adopted plan. Staff training may be site-specific or may include workshops and conferences on assessments, instructional strategies, data management systems, technology, special education, or selection & use of instructional materials.

## Quality and Currency of Textbooks and Other Instructional Materials

The school board adopts core textbooks that are used district wide, assuring continuity of, and equal access to the curriculum by all students. Each year a district textbook selection committee, consisting of teachers, administrators and parents review textbooks adopted by the state for specific content areas. The selection committee checks for content alignment to the standards and makes a recommendation to the district Curriculum Advisory Committee for district adoption. The district has a long standing commitment to providing current instructional materials to all students. In almost all content areas, the district provides each student with a textbook. The district does, on occasion, purchase class sets of books when the text is used only periodically as a reference, or in conjunction with other books

## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
<b>Reading/Language Arts</b>	The availability and sufficiency of English Language Arts textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.
<b>Mathematics</b>	The availability and sufficiency of Mathematics textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.
<b>Science</b>	The availability and sufficiency of Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.
<b>History/Social Science</b>	The availability and sufficiency of History/Social Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.
<b>Foreign Language</b>	The availability and sufficiency of Foreign Language textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.

<b>Health</b>	The availability and sufficiency of Health textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.
<b>Science Laboratory Equipment</b> (grades 9-12)	The availability and sufficiency of Science Laboratory Equipment meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,537	64,800
10	65,537	64,800
11	65,537	64,800
12	65,537	64,800

### Total Number of Minimum Days

Alhambra High School has three (3) minimum days in the 180 school day year.
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## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
English	1	2	66
Mathematics	1	1	36
Science	1	1	28

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission



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## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,473	\$34,793
Mid-Range Teacher Salary	\$52,708	\$52,959
Highest Teacher Salary	\$68,239	\$67,258
Average Principal Salary (Elementary)	\$86,851	\$81,685
Average Principal Salary (Middle)	\$90,343	\$84,552
Average Principal Salary (High)	\$92,613	\$90,405
Superintendent Salary	\$130,380	\$115,648
Percent of Budget for Teacher Salaries	46.5	40.6
Percent of Budget for Administrative Salaries	7.2	5.9

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$25,891,958	\$6,214	\$6,882	\$6,822

### Types of Services Funded

Alhambra High School receives services funded by the following sources: Safe and Drug Free Schools and Communities (campus supervision, Healthy Kids Survey); Tobacco Use Prevention Education (tobacco cessation programs); Highly Qualified Teachers & Professional Development (staff development for certificated, classified and management staff in the Board adopted staff development focus areas); English Language Learners; Special Education; Martinez Education Foundation and other local grants (teacher and/or school wide grants to support improved student learning).

