

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Alhambra High School	<b>District Name</b>	Martinez Unified School District
<b>Street</b>	150 E Street	<b>Phone Number</b>	(925) 335-5800
<b>City, State, Zip</b>	Martinez, CA 94553	<b>Web Site</b>	www.martinez.k12.ca.us
<b>Phone Number</b>	(925) 313-0440	<b>Superintendent</b>	Rami Muth
<b>Principal</b>	Susan Mirkovich	<b>E-mail Address</b>	scasey@martinez.k12.ca.us
<b>E-mail Address</b>	smirkovich@martinez.k12.ca.us	<b>CDS Code</b>	07617390730549

### School Description and Mission Statement (School Year 2009-10)

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

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 1,278 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.

AP and Honors classes are offered in English, Mathematics, Social Studies, Science, Foreign Language, Chemistry and Fine Arts. Alhambra has an extensive Regional Occupation Program (ROP). The program includes courses in Cabinet Making, Automotive, Multi-Media Design, Computer Assisted Drafting, Sports Medicine, Computer Programming, and Creative Writing / Graphic Design. With the support of ROP and the District, our automotive program has achieved national certification. Our Performing Arts Center houses the drama, band and orchestra programs as well as providing a gallery for display of student art work. The leadership class, student government and club programs involve 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 past six years, the community’s goal for Alhambra has been to become more of a four-year college oriented school. The community and District strongly support 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.

### **Message From Principal**

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Alhambra High School. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. At Alhambra High School, we focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child’s intellectual potential through a balanced and challenging curriculum. Our academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at Alhambra High School. Children, staff, and parents consistently model positive successes as they work together in our caring learning community. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. Through the professional learning community model, teachers will work collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students we serve. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment.

### **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. Martinez Unified School District provides learning experiences to 4,000 students. In addition to Alhambra High School, there are four elementary, one junior high, one alternative high school and one independent study 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. The 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 several years, one of the school’s goals has been to increase the number of students who are college eligible. Through Professional Learning Communities, the staff at Alhambra High School is working collaboratively to develop essential learnings, common assessments and interventions to raise student achievement. Despite increasing negative impact from state budget problems, the school 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:**

Given a safe, supportive learning environment, all students can learn essential skills to become productive citizens.

### **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 (School Year 2009-10)**

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

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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).

For additional information about organized opportunities for parent involvement at Alhambra Senior High School, please contact Susan Mirkovich - Principal or Kim Poyadue, PTSA President at 925-313-0440 or 925-324-3239

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 9	360
Grade 10	362
Grade 11	263
Grade 12	283
<b>Total Enrollment</b>	<b>1,280</b>

### Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3	White	63
American Indian or Alaska Native	1	Two or More Races	
Asian	2.42	Socioeconomically Disadvantaged	17
Filipino	2	English Learners	6
Hispanic or Latino	21	Students with Disabilities	9
Native Hawaiian/Pacific Islander	0.39		

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8	20	12	18	25.4	25	13	13	27.8	9	17	18
Mathematics	26.7	23	8	15	25.4	21	11	11	26.3	12	25	7
Science	28.1	0	24	6	26.8	3	24	3	25.5	3	25	2
Social Science	30.6	4	15	20	32.0	2	14	19	30.4	4	18	19

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

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 regularly and participates in the Contra Costa County Shelter in Place Drill. The Assistant Principal at Alhambra High School is a member of the District's Safety Committee which meets monthly to develop and implement a district wide safety plan. The Safety Committee was responsible for the restocking the emergency barrels located in every class and building. A suicide prevention committee was established, called "Preventing Suicide Now", which meets bi-monthly to collaborate around issues of suicide and students. Additional video cameras were installed in June 2010 to increase surveillance .

Date of Last Review/Update: May 2006

Date Last Reviewed with Staff: September 2009

## 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	8.5	8.9	10.2	7.8	9.1	7.1
Expulsions	0.0	0.4	0.2	0.0	0.4	0.1

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

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

AHS was completely remodeled in 1994. 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, 36 new computers were purchased for the Technology Center. Also, Alhambra obtained possession of the entire lower parking lot, which provided an additional 150 parking spaces for our students. Through the labors of the district, Shell Oil and Martinez Education Foundation, the entire school was rewired for technology upgrades during the summer of 2006. The Site Council approved hardware purchases that provided all teachers with workstations, departments with projection equipment and a new dual-platform computer lab in the library media center. Continuing the commitment to the high school, Martinez Unified School District installed an all-weather sports field over the summer of 2007. This facility serves the school and community for physical education class instruction use, for student extracurricular activities such as staging Homecoming events and for athletic events, including football, soccer and baseball games. In addition, during the summer of 2007, much of the campus was renovated with new paint and repairs to the facilities, including a reorganization of the space in the Counseling offices to accommodate our increased counseling staff. The weight room floor was replaced, and new, up-to-date equipment was purchased. New computers were purchased for the CAD lab and the college-career center. The floor in the commons and J building were replaced with a safer surface flooring. During the summer of 2010, the stalls in the boys bathroom in the J Building were replaced and the hallway was repainted. Twenty video cameras were installed to increase surveillance of our campus to prevent vandalism and increase the monitoring of the safety of our students.

### School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[ ]	[X]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[ ]	[X]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[ ]	[X]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[ ]	[X]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## 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
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	58	56	64	203
<b>Without Full Credential</b>	3	3	0	1
<b>Teaching Outside Subject Area of Competence</b>	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	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.8	.2
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	99.8	.2

## VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	425
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (paraprofessional)	.5	---
Psychologist	1.0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.4	---
Resource Specialist (non-teaching)	0	---
Other		---

## VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	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.	0	Yes
Mathematics	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.	0	Yes
Science	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.	0	Yes
History-Social Science	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.	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Foreign Language	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	0	Yes
Health	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.	0	Yes
Visual and Performing Arts			
Science Laboratory Equipment (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.	0	Yes

## VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,148	\$2,148	\$3,999	\$62,124
District	---	---	\$4,640	\$62,381
Percent Difference: School Site and District	---	---	-15.2	-3.1
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-14.3	-1.3

### Types of Services Funded (Fiscal Year 2009-10)

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

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).

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,966.00	\$38,970
Mid-Range Teacher Salary	\$57,853	\$59,776
Highest Teacher Salary	\$74,901	\$78,072
Average Principal Salary (Elementary)	96,773.00	\$94,605
Average Principal Salary (Middle)	98,037.00	\$98,480
Average Principal Salary (High)	\$111,461	\$106,266
Superintendent Salary	141,780.00	\$144,721
Percent of Budget for Teacher Salaries	43.6	38.8
Percent of Budget for Administrative Salaries	5.00	6.0

## 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	54	64	64	57	62	62	46	50	52
Mathematics	38	55	55	52	62	62	43	46	48
Science	45	61	61	58	63	63	46	50	54
History-Social Science	46	61	61	42	53	53	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	59	53	64	64
Female	69	56	58	57
Black or African American	46	30	*	43
American Indian or Alaska Native	*	*	*	*
Asian	74	70	*	73
Filipino	77	70	*	46
Hispanic or Latino	44	46	41	43
Native Hawaiian/Pacific Islander	*	*	*	*
White	71	57	67	67
Two or More Races	62	54	62	62
Socioeconomically Disadvantaged	43	42	34	44
English Learners	15	34	5	12
Students with Disabilities	15	21	19	29
Students Receiving Migrant Education Services				

### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	71.0	68.6	74.9	67.2	66.2	71.6	52.9	52.0	54
Mathematics	68.0	68.5	68.5	64.5	63.9	64.4	51.3	53.3	53.4

### California High School Exit Examination Grade Ten 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	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29.0	29.0	42.0	35.8	39.7	24.5
All Students at the School						
Male	31.5	29.8	38.7	31.0	42.1	26.9
Female	20.1	28.0	51.8	33.5	41.5	25.0
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	35.7	34.3	30.0	44.3	40.0	15.7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	24.0	25.3	50.7	29.5	41.8	28.6
Two or More Races	18.8	37.5	43.8	18.8	68.8	12.5
Socioeconomically Disadvantaged	40.0	28.0	32.0	48.1	36.4	15.6
English Learners	54.3	40.0	5.7	54.3	34.3	11.4
Students with Disabilities	80.6	19.4	0.0	85.3	11.8	2.9
Students Receiving Migrant Education Services	*	*	*	*	*	*

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi>. 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	21.1	30.4	25.4

## 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	2007	2008	2009
Statewide	8	8	8
Similar Schools	4	6	6

### 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		
	2007-08	2008-09	2009-10
All Students at the School	17	17	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	-1	19
Native Hawaiian/Pacific Islander			
White	26	13	12
Two or More Races			
Socioeconomically Disadvantaged	3	-2	43
English Learners			
Students with Disabilities			

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	812	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	750	765	715
Native Hawaiian/Pacific Islander			753
White	834	841	838
Two or More Races		764	808
Socioeconomically Disadvantaged	711	737	712
English Learners		718	692
Students with Disabilities		600	580

### 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 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the 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	No

## Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found 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		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	12.5

## 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	1	0	1	4	2	2	5	5	6
Graduation Rate	94	95	96.4	84	90	89.5	81	80	79

### Completion of High School Graduation Requirements

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

Group	Graduating Class of 2010		
	School	District	State
All Students	93.6	86.1	94.5
Black or African American	90.0	71.4	89.7
American Indian or Alaska Native	114.3	122.2	95.3
Asian	88.9	83.3	97.4
Filipino	120.0	100.0	98.2
Hispanic or Latino	93.2	81.7	91.6
Native Hawaiian/Pacific Islander	100.0	50.0	95.2
White	94.2	87.7	98.1
Socioeconomically Disadvantaged	95.8	84.6	91.3
English Learners	88.5	86.5	98.5
Students with Disabilities	78.8	73.8	53.4

\* Since the completion rate compares the number of students enrolled in October to the number of students who met graduation requirements in June, the percentage listed may be skewed by students transferring into or out of the district during the school year. This may result in percentages greater than 100% or less than the ratio actually represented in the graduating class.

### Career Technical Education Programs (School Year 2009-10)

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

### Career Technical Education Participation (School Year 2009-10)

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

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

### Courses for University of California and/or California State University Admission (School Year 2009-10)

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	97
Graduates Who Completed All Courses Required for UC/CSU Admission	45

### Advanced Placement Courses (School Year 2009-10)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	---
English	2	---
Fine and Performing Arts	3	---
Foreign Language	1	---
Mathematics	2	---
Science	1	---
Social Science	1	---
All courses	11	20

## 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.

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During the Martinez Unified School District Institute Day in 2007, our superintendent announced all district schools will implement the Professional Learning Community model. All district administrative staff has attended conferences focused on the purpose and process of developing a PLC. In August, 2007, staff development at Alhambra was designed around activities with a PLC focus. Common prep time was built into the master schedule for nearly all teachers to work as PLC's within their departments. Staff meetings have been to PLC collaboration and staff development activities rather than business that can be handled through email and Department Chair notice every month. Monthly staff meetings are now used for collaboration and the sharing of "best practices" as they relate to teaching strategies.

The 07-08 school year has brought a significant change and additions to staff access to student data with the introduction of Data Director. DataDirector allows teachers to view assessment data and demographic information about their students. Teachers can create their own reports, create assessments based on standards and compare results to standardized test expectations and outcomes. Two specific days have been devoted to training staff on accessing data through DataDirector. Departments are now on the verge of truly linking common assessments, power/essential standards and teaching strategies to the immediate outcomes, data that teachers now have easily available. Teachers are beginning to develop tests directly linked to the essential standards and data available from Data Director. In addition to each teacher having access to the program on their computers, staff has three special teacher computer workstations. The computer work stations are attached to a printer/scanner/copier. Two of the stations are in the teachers' workroom and one is in the library. More training on using the programs and equipment is planned for later this year.

Some staff development has become ongoing practice. Administration continued to provide data with a revision of data binders for all teachers at the start of the year and a brief review on staff development day. Grading program training is consistently available for staff. The Social Studies and Science departments received training and support for newly adopted materials. The Math Department began the process of adoption with the support of the District Office, which arranged for special presentations from a variety of vendors and training in what teachers should be looking for in a new program.

Staff development for the 2008 - 2009 school year continued with a major focus on Professional Learning Communities. During the first Staff development day, the staff reviewed and revised the Alhambra High School mission statement which now reads, "Given a safe, supportive learning environment, all students can learn essential skills to become productive citizens." The principal and six of the certificated staff members participated in a Professional Learning Communities Academy. As a school team, they developed shared knowledge and practicing processes related to collaboration, equal access to standards based curriculum, common formative assessments, use of data to drive instruction and research regarding best practices and interventions. Dr. Anthony Muhammed spoke to the staff during a staff development day in December around Professional Learning Communities, "From Theory to Practice." Departments used common prep time to review and revise essential learnings, develop SMART goals and create, grade and analyze common assessments. The math department piloted new math materials and received training around the resources available for the new curriculum.

The first professional development day of the 2009-2010 school year was spent looking at data to determine student achievement needs. As a result of our STAR test scores raising the achievement of our Hispanic students became a Site Plan goal for the year. Staff spent time watching a video of a collaborative team at work. Departments worked collaboratively to review and revise essential learnings, develop SMART goals and create common assessments. The second professional development day in October was focused on raising the awareness of culturally responsive teaching, sharing of instructional strategies and practices and exploring ways to meet the learning needs of Hispanic students. Common prep time is made available for teachers to collaborate on best practices and grade and analyze common assessments. The principal and six teachers continued the work with the Professional Communities Academy that was started in the 2008-2009 school year.