

Branham High School 2006-07
School Accountability Report Card
Published During 2007-08



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School Description and Mission Statement

Branham High School was first opened as a new school in the Campbell Union High School District (CUHSD) in 1967. In 1991, as a result of steadily declining enrollment, the school was closed. During the period of Branham's closure, the site was retained by CUHSD and the site was leased to a local private high school during much of this period. As student enrollment in the school district began to grow, the district formed a school committee in the fall of 1996 to plan the basis of re-opening Branham as a comprehensive high school. Since its re-opening in the Fall of 1999, Branham High School has grown to a fully WASC accredited comprehensive high school with a total school enrollment of 1493 at the start of the 2007-2008 school year. The majority of Branham students matriculated from Ida Price and Dartmouth Middle Schools.

The largest percentage of Branham High School students are Non-Hispanic Caucasian, comprising around 55% of the student population. The ethnic minorities are represented by Hispanic (19%), Asian (7%), African-American (2%), and Indian-American or Filipino (1%) students. The languages spoken are also diverse and include English, Spanish, Vietnamese, Mandarin, Cantonese, Russian, Serbo-Croatian and 20 others.

Branham High School does not have an ELD program. The few students in the school attendance area that are not fluent in English attend Del Mar High School, a Comprehensive High School in Campbell Union High School District that houses the ELD programs for CUHSD students in this area.

The Branham community is largely middle-class in an area with a growing cost of living where median home prices lie in the \$750,000 range. The school community is primarily residential with several small neighborhood shopping malls nearby. The parents of our students have diverse educational backgrounds; many have college degrees and/or experience. Most families have two adults in the home, and there is little mobility throughout the year.

Branham offers a diverse and comprehensive curriculum with extensive co-curricular opportunities. A full range of college prep courses is offered to all students, including honors and AP classes and a broad and growing range of electives in art, drama, music, foreign language, business and computers, applied arts, physical education, Leadership and JROTC. Branham has highly competitive teams in a wide variety of fall, winter and spring sports. Students also have great many clubs and activities available to enhance their school experience.

Over the past three years Branham High School has worked diligently to meet state and local school board requirements as highlighted in the district's Local Education Agency (LEA) plan. This plan contains an extensive framework for the implementation of high-yield programs for instruction to meet the needs of all students in each subject area. Many of these same strategies have been included in the school's WASC Accreditation Action Plan, stemming from the desire of the Branham community to build a higher standard for student performance and achievement. This work has been an evolutionary process, whereby the school has developed curricular pacing schedules and common benchmark assessments for each subject area to monitor and analyze student performance of the ESLRs. As this process has advanced, instructional practice has been adjusting to implement high-yield research-based instructional strategies, such as those published by Robert Marzano in *A Handbook for Classroom Instruction That Works*, to differentiate instruction and impact student learning. All of this has been implemented to provide meaningful learning experiences to and increase all student achievement in each curricular area, particularly in English-Language Arts (ELA), Math, Science and Social Science.

During the development of these standards-based curriculum changes, the need for a more clear and focused school vision was developed based on a need to guide and focus the different components of school-wide improvement and the energies of Branham's dynamic faculty and staff. Part of that vision articulates that Branham High School will be an organization that is data driven for the purpose improving standards-based instruction and to achieve a higher level of student learning and achievement.

The Branham teaching staff is comprised of 68 highly qualified, dedicated and supportive faculty members holding bachelor's degrees, many with master's degrees and one teacher holding a doctorate. Each of these teachers are assigned to teach in their credentialed major or minor field. The faculty and staff provide a safe, caring, educational community, in which students are challenged to reach their maximum potential, take risks and try new things.

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The administration consists of an Activities Director, three full time Guidance Advisors, two Deans, one Vice Principal, and the Principal. A site-based district school psychologists and teen counselors provide further support for students. Classified employees include 7 secretaries, 4 custodians, 5 instructional assistants, 5 cafeteria workers, 5 paraprofessionals, and a library assistant.

BRANHAM HIGH SCHOOL MISSION STATEMENT

Branham High School is a learning community that sets high educational and ethical expectations for all students. BHS uses data to monitor and improve instruction to insure student learning and achievement of academic standards and expected school-wide learning results.

This vision articulates that Branham High School will be an organization that is data driven for the purpose of improving standards-based instruction to achieve greater student performance. To achieve this vision, stakeholders in the school community via the School Site Council, subject area Department Chairs, and the school's Collaboration Planning Team have developed a vision map to create a unity of purpose and overlapping support and accountability. The school's objective and goals are measured against the vision to determine how allocations of resources and time toward staff development will be placed.

Opportunities for Parental Involvement

Active involvement by parents is encouraged at Branham High School. Opportunities for involvement include the Home and School Club, All Sports Boosters, Music and Fine Arts Boosters, the School Site Council, and Latino Parents Group. Many parents volunteer in the career center, the library and the office, and are involved in other ways such as Career Day coordinators and speakers. Parent involvement has been an important factor in the success of Branham's growth over the past few years.

Contact Person	Contact Phone Number
Mrs. Barbara Nishiguchi	(408) 626-3407

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	375
Grade 10	388
Grade 11	393
Grade 12	346
Total Enrollment	1502

Student Enrollment by Group

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

Groups	Percent of Total Enrollment	Groups	Percent of Total Enrollment
African American	2.33%	White (not Hispanic)	57.52%
American Indian or Alaska Native	0.33%	Multiple or No Response	15.11%
Asian	5.13%	Socioeconomically Disadvantaged	1%
Filipino	0.8%	English Learners	0%
Hispanic or Latino	18.24%	Students with Disabilities	10%
Pacific Islander	0.53%	---	---

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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	2004-2005				2005-2006				2006-2007			
	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	27.1	20	13	16	26.5	21	11	19	26.2	21	22	14
Mathematics	35.3		15	19	30.2	5	19	16	30.9	2	21	16
Science	32.5	1	14	19	30.9		25	11	30.3	1	27	7
Social Science	33.4		10	17	32.0	1	17	19	31.5	2	20	15

II. School Climate

School Safety Plan

All Campbell Union High School District schools have comprehensive safety plans that are updated, approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster, and incident procedures for the range of contingencies for which today's schools must prepare in order to assure the safety of students and staff. All school classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, badges are worn by employees, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication, and rapid response. School safety plan updates are approved by the Board in March of each year and are reviewed with staff annually.

School Discipline Practices

A safe and productive learning environment that is focused on learning is promoted from the time new students join us as 9th graders. Before their 9th grade year begins, new students are introduced to the school, to its academic and support programs and to campus life by sophomores as part of the Link Crew Program. Throughout the high school experience students have opportunities to meet with their guidance advisors to discuss career pathways, four year plans, and graduation status. Numerous presentations for students and parents are provided to communicate high school graduation and college requirements. We provide tutorial opportunities on a daily basis, academic counseling services and a full program of activities tied to academic areas. Along with athletics, a rich program of social activities and student government and leadership programs, we also provide social/emotional counseling when needed and conflict resolution counseling and training, so that students can fully focus on their studies. School discipline is addressed through a progressive discipline process with several layers of consequences are implemented as well as interventions provided.

Two school Deans have primary responsibility for student discipline, behavior, attendance and health. Safety resource officers are available on campus daily to support the school. Student conduct and behavioral expectations are reviewed with all students by the Deans at the beginning of each school year. These presentations include attendance procedures, basic school rules for technology, dress code, harassment in any form and Zero Tolerance policies per the Ed Code. School rules are made available to students in portfolios provided to all students, in the school planner, and on the school website for parents and community. All students and their parents sign an agreement of understanding as part of the registration materials at the beginning of the school year. There is also an internet use policy which details appropriate behavior for use of school computers.

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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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Numbers of Suspensions	10.8	11.8	10.7	8.5	11.8	12.0
Number of Expulsions	1.4	1.2	1.1	0.9	1.2	1.2

III. School Facilities

School Facility Conditions and Improvements

All Campbell Union High School District campuses are safe, clean, and well-lighted facilities. Built in the middle 1950's to late 1960's, these buildings have been evaluated by architects and engineers to be more solidly built and sturdier than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas such as science and fine arts have been found to equal the best new designs of today, and require only refurbishment to remain vital. This refurbishment is the focus of modernization projects and of successful 1999 and 2004 bond measures, which include some new buildings and new athletic fields and tracks at each school site. These projects include new floors, electrical wiring, lighting, heating, furniture, audio-visual and performance and demonstration facilities, specialized learning areas and more, are in the process of turning our campuses into schools for the 21st century. Sports facilities, restrooms, and cafeteria facilities have been regularly updated. A wide area network of multiple T1 cables connects all district campuses, where fiber optic cable connects each classroom wing to the Internet, with CAT 5/6 cable to each classroom.

All areas of all campuses are regularly evaluated for trip-fall, environmental and other safety hazards, a state-of-the-art campus-wide and district-wide fire, emergency and communication system is in place, and campuses are cleaned and maintained by both day and night custodial crews whose work is regularly evaluated by both school and district supervisors.

School Facility 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	Yes	
Mechanical Systems	Yes	
Windows / Doors / Gates (interior and exterior)	Yes	
Interior Surfaces (walls, floors, and ceilings)	Yes	
Hazardous Materials (interior and exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (interior and exterior)	Yes	
Pest / Vermin Infestation	Yes	
Drinking Fountains (inside and outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground / School Grounds	Yes	
Other	Yes	

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Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Yes		

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.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	50	62	61	347
Without Full Credential	7	2	1	32
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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	82.7%	17.3%
All Schools in District	79.9%	20.1%
High-Poverty Schools in District	13.3%	86.7%
Low-Poverty Schools in District	81.4%	18.6%

Substitute Teacher Availability

The majority of substitute teachers used in the district are on a 30-day Substitute Permit. This definitely impacts the instructional program in that there is a shortage of fully qualified, credentialed substitute teachers due to the overall shortage of teachers applying for work as substitutes.

Teacher Evaluation Process

Teachers are evaluated on a regular basis by the Principal, Vice Principal, and Deans. The evaluation agreement conforms to state mandates and the local collective bargaining contract agreement with the District's teachers' union. Evaluation focuses on self-improvement and increased skills in all teaching performance areas of the California Standards for the Teaching Profession. Two days are provided to teachers new to the District. Multiple professional development opportunities are available to all teachers through District-offered courses, conferences and seminars, and site specific offerings.

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 counselors	3.0	478.7
Library Media Teacher (Librarian)	0.2	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech / Language / Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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.

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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	Holt, Literature & Language Arts 3rd Course (9th) Prentice Hall, English Platinum (10th) Holt, American Literature (11th) Perrines, Literature, Sound & Sense (AP)	0%
Mathematics	McDougal Lytell, Algebra 1; Key Curriculum Press, Discovering Geometry 2nd Edition; Key Curriculum Press, Advanced Algebra with Data Exploration: A Graphing Calculator Approach; Key Curriculum Press, Pre-Calculus; Key Curriculum Press, Calculus.	0%
Science	Prentice Hall, Exploring Earth Science; Prentice Hall, Exploring Life Science; Prentice Hall, Biology 5th Edition; Addison Wesley, Chemistry 5th Edition; Prentice Hall, Chemistry the Central Science 9th Edition; Glencoe/McGraw Hill, Physics Principles & Problems; Saunders College Publishing, College Physics 7 th Edition	0%
History – Social Science	McDougal, World Geography; McDougal, Modern World History; Houghton Mifflin, History of the United States Civil War to the Present; D.C. Heath, The American Pageant; Prentice Hall, McGruders American Government; Prentice Hall, Government By The People; Prentice Hall, Economics Principles in Action.	0%
Foreign Language	Sufficient and current standards-based textbooks are available in sufficient numbers in each world language area of study.	0%
Health	McGraw Hill, Glencoe Health, 2005. One standards-based textbook per student. Copyright date 1998 or newer.	0%
Science Laboratory Equipment (grades 9-12)	All Science classrooms have appropriate lab equipment.	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	\$8,289	\$2,190	\$6,100	\$64,028
District	N/A	N/A	\$6,100	\$64,028
Percent Difference – School Site & District	N/A	N/A	0%	0%
State	N/A	N/A	\$4,943	\$62,833
Percent Difference – School Site & State	N/A	N/A	19%	2%

Types of Services Funded

The types of services funded include the range of student services necessary to a comprehensive high school, such as teachers, guidance and administrative personnel, aides and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, as well as sports, activities, and other enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2005-006)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,970	\$39,456
Mid-Range Teacher Salary	\$63,823	\$66,091
Highest Teacher Salary	\$80,594	\$82,529
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$104,975
Average Principal Salary (High)	\$118,871	\$116,464
Superintendent Salary	\$159,823	\$171,138
Percent of Budget for Teachers Salaries	41.3%	37.4%
Percent of Budget for Administrative Salaries	6.2%	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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	52%	58%	55%	50%	52%	53%	40%	42%	43%
Mathematics	16%	20%	21%	22%	23%	24%	38%	40%	40%
Science	45%	62%	57%	43%	46%	47%	27%	35%	38%
History-Social Science	49%	54%	53%	44%	42%	43%	32%	33%	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	29%	4%	35%	22%
American Indian or Alaska Native	18%	0%	*	*
Asian	71%	42%	79%	76%
Filipino	*	*	*	*
Hispanic or Latino	35%	9%	38%	31%
Pacific Islander	*	*	*	*
White (not Hispanic)	61%	24%	62%	58%
Male	50%	25%	58%	59%
Female	61%	17%	55%	46%
Economically Disadvantaged	13%	7%	20%	20%
English Learners	*	*	*	*
Students with Disabilities	7%	4%	9%	14%

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

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CAHSEE Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	65.4%	63.9%	49%	68%	64.8%	51.1%	65.8%	63.9%	48.6%
Mathematics	60.4%	59.9%	45.2%	65.3%	62.8%	46.8%	69.6%	65.2%	49.9%

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.2%	29.7%	36.1%	30.4%	40.8%	28.7%
Male	34.9%	32.3%	32.8%	25.3%	43.7%	31.1%
Female	33.3%	26.7%	40%	36.4%	37.6%	26.1%
African American	50%	28.6%	21.4%	50%	14.3%	35.7%
American Indian or Alaska Native						
Asian	18.5%	48.1%	33.3%	7.1%	42.9%	50%
Filipino	25%	50%	25%	0%	75%	25%
Hispanic or Latino	53%	22.9%	24.1%	51.2%	35.4%	13.4%
Pacific Islander						
White (not Hispanic)	28.4%	29.8%	41.7%	24.1%	43.5%	32.4%
English Learners	65.6%	21.9%	12.5%	45.2%	38.7%	16.1%
Socioeconomically Disadvantaged	65%	22.5%	12.5%	56.4%	35.9%	7.7%
Students with Disabilities	84.6%	11.5%	3.8%	92.3%	7.7%	0%

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	33.7%

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/>.

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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	2004	2005	2006
Statewide	8	8	9
Similar Schools	4	4	8

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
	2004-05	2005-06	2006-07	2007
All Students at the School	21	37	1	786
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	51	16	-2	705
Pacific Islander				
White (not Hispanic)	14	45	4	807
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			565

State Award and Intervention Programs

2007 California Distinguished School Award

Branham's tremendous growth over the last several years in student achievement as demonstrated through state and federal testing and measures resulted in an invitation to apply for the coveted California Distinguished School Award. After Branham completed and submitted the application in the Fall of 2006, the state sent a visitation team to inspect and validate the information in the school's application. That visitation team forwarded its endorsement of the school's application and recommended to the State Department of Education that Branham be among those schools to achieve this award in 2007. That endorsement was accepted and granted by the state and Branham was named as a California Distinguished School.

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/>.

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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	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.4	2.5	0.7	1.6	4.7	2.7	3.2	3.1	3.5
Graduation Rate	97.6	93.7	94.9	91.0	89.1	84.1	58.3	85.0	83.0

Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.ced.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

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Group	Graduating Class of 2007		
	School	District	State
All Students	90.4%	81.1%	N/A
African American	92.9%	81.8%	N/A
American Indian or Alaska Native	100.0%	60.0%	NA
Asian	92.3%	90.8%	N/A
Filipino	80.0%	80.0%	N/A
Hispanic or Latino	80.6%	60.0%	N/A
Pacific Islander	100.0%	55.6%	N/A
White (not Hispanic)	92.4%	86.4%	N/A
Socioeconomically Disadvantaged	100.0%	8.3.3%	N/A
English Learners	N/A	34.8%	N/A
Students with Disabilities	95.2%	78.4%	N/A

Career Technical Education Programs

Students may enroll in vocational training at the Central County Occupational Center (CCOC) where a wide range of occupations are represented in the program. Students are able to earn up to 15 credits toward graduation as well as certificates of completion when they have completed the requirements of course work. Students are able to use this preparation to enter the workforce after receiving training.

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	644
Percent of pupils completing a CTE program and earning a high school diploma	7.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

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	74.3
Graduates Who Completed All Courses Required for UC / CSU Admission	37.2

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		N/A
English	1	N/A

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Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	7	3.1

College Admission Test Preparation Course Program

Students are able to participate in SAT preparation through classes offered by an off site vendor, E-Group Learning. Classes are available on site once a semester but also available at high schools within the school district and neighboring high schools. Test preparation is also provided throughout the high school experience at Branham with test taking strategies discussed at every grade level in regular classrooms as well as in the AP setting.

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	2005	2006	2007
Percent of Grade 12 Students Taking the Test	45.3%	40.5%	49.7%
Average Verbal Score	517	517	514
Average Math Score	516	534	514
Average Writing Score	N/A	521	505

XI. Instructional Planning and Scheduling

School Instruction and Leadership

The District's Mission Statement, as it appears in the Strategic Plan, states: CUHSD seeks to provide a challenging learning environment enabling students to exceed standards and expectations and to assume adult roles as positive, contributing citizens in a dynamic global society. Based upon the State Frameworks and the State Board of Education-adopted content standards, the Campbell Union High School District focus is on standards-based instruction. Focus standards have been developed in each of the four major content areas (history social science, science, English, and Mathematics). These essential standards will be central to the standards-based instruction which takes place in each classroom, along with the other standards that exist for each content area. These standards will help to better prepare the District's students for the California High School Exit Exam and the STAR standards exam. Department chairpersons from each high school in each content area meet on a monthly basis to discuss standards implementation, assessments, textbook adoptions and analysis of student work. Each school has a Curriculum Committee, as well as department meetings of teachers who meet on a regular basis to plan curriculum units, develop assessments, analyze student work, and to monitor the implementation of standards in each classroom. Teachers and administrators at each site and in

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departments help to ensure the quality of the instructional program by supporting one another. This support comes in various modes: informal meetings, classroom visits and informal observations, collaborative planning, and targeted professional development based upon observed need(s). The District's Teacher Advisors work with all first year teachers in the areas of classroom management and curriculum implementation.

Instructional practices at Branham High School are many and varied to address the needs of a diverse population of students. High-yield, research-based instructional strategies are evident throughout the school and across all departments. Teachers differentiate their teaching specific to their curriculum to include all students in the learning process. All students participate in activities that provide opportunities to experience and demonstrate academic excellence that support the California State Standards, the school's ESLRs, and which ultimately allow students to be successful on the CAHSEE.

Each department supports diverse students at different grades and proficiency levels. Modifications of lesson plans, implemented to address the special needs of students and/or to provide enrichment, are built into study units and lessons. Departments have created, and are continually updating and revising, curriculum, scope and sequence pacing schedules, and benchmark assessments to support a standards-aligned curriculum and to monitor the progress of all students' learning and achievement. The use of these various assessment approaches, common course benchmarks, rubrics, and common finals, provide regular and ongoing feedback on student progress. This feedback produces data that is analyzed to determine how instruction might be better aligned to standards to allow students to meet and surpass growth targets. Cross-curricular collaboration has evolved to the point that teachers engage in regular conversations about their work, methodologies, and their students' performance. Equal access for all students is a goal of the District. Advance Placement and honors courses are open to all students who desire to enroll and understand the rigor of such courses.

Professional Development

Most professional development offerings have been planned based upon the core of support systems to help insure student success, and provide training for standards-based delivery. Professional development opportunities include District and site offerings, as well as support of employees' attendance at conferences, workshops, and seminars. At regular intervals, each of the district's six high schools participate in an accreditation process with the Western Association of School and Colleges (WASC). The central theme of the WASC process is a focus on learning. In the very lengthy and detailed preparation for the WASC accreditation, all aspects of the curriculum and school climate are examined at each site. Branham High School is proud to be accredited by WASC.

Professional development days and collaboration days are made available to all teachers, with an additional two days being provided to teachers new to the District. Multiple professional development opportunities are available to all teachers through District-offered courses, conferences, and seminars. Site specific offerings also are made available.

Branham has an on-going school-wide professional development plan. To carry out the plan, Branham has a Planning Committee with representatives from each department and administration. This team coordinates the four staff development days and twice monthly collaboration days that occur throughout the year. In addition, the district office holds trainings led by Teacher Leaders, district teachers trained in specific strategies and New Teacher Project of Silicon Valley (NTPSV) standards. Branham currently has the highest level of participation in the group, with seven Teacher Leaders, and uses these teachers, along with the PAR mentor teachers, as in-house trainers during staff development and collaboration. The Teacher Leader position is an opportunity faculty members have to develop leadership skill and to advance in their careers. It also provides a way for staff to be recognized personally for their advanced instructional practices.

Currently Branham is in the middle of a plan that originally focused on training staff in backwards mapping and Marzano's researched-based teaching strategies. Teachers new to the profession are supported by the New Teacher Project of Silicon Valley (NTPSV) and undergo a two-year professional development program aligned with the California Standards for the Teaching Profession.

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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	72,715	64,800
10	72,715	64,800
11	72,715	64,800
12	72,715	64,800

Minimum Days in School Year

Branham had a total number of 15 minimum days for final exams and staff development.