

School Accountability Report Card School Year 2001-2002

| School Information | | District Information | |
|-------------------------|---|-------------------------|---|
| School Name | Branham High | District Name | Campbell Union High |
| Principal | Dr. Iris Berke | Superintendent | Dr. Rhonda E. Farber |
| Street | 1570 Branham Lane | Street | 3235 Union Ave. |
| City, State, Zip | San Jose, CA 95118- | City, State, Zip | San Jose, CA 95124-2009 |
| Phone Number | (408) 267-1020 | Phone Number | (408) 371-0960 |
| FAX Number | (408) 267-2676 | FAX Number | (408) 558-3006 |
| Web Site | http://branham.cuhsd.org | Web Site | http://cuhsd.org |
| Email Address | iberke@cuhsd.org | Email Address | rfarber@cuhsd.org |
| CDS Code | 43-69401-4330866 | SARC Contact | Mr. Terry Peluso |

School Description and Mission Statement

Re-opened in the fall of 1999 to 650 9th and 10th graders, Branham is a comprehensive high school with an enrollment of 1250 students in grades 9-12 in the fall of 2001. The majority of students matriculate from Ida Price and Dartmouth Middle Schools.

Branham offers a diverse and comprehensive curriculum and expands learning opportunities beyond school walls through arrangements with scientific and cultural agencies such as NASA, Workforce Silicon Valley, Intel, Children's Musical Theater, Opera San Jose, and West Valley College, which has a satellite campus at Branham.

Branham is a safe, caring community in which students are challenged to reach their maximum potential, take risks and try new things, knowing that responsible, professional adults support them.

Fifty-six teachers, a principal, a vice principal, two deans, an activities director, two full time counselors, as well as teen counseling and conflict management specialists make up the Branham staff.

Branham High School Mission Statement

Branham High School provides rigorous real-world programs in a supportive, safe environment which embraces diversity, celebrates collaboration and problem-solving. The learning community of Branham High school develops interpersonal skills empowering students to meet the challenges of a rapidly changing world as productive members of our global society.

Opportunities for Parental Involvement

| | | | |
|--|--------------------------------|------------------------------------|-----------------------|
| Contact Person Name | Mrs. Barbara Nishigushi | Contact Person Phone Number | (408) 267-1020 |
| Active involvement by parents is encouraged. The primary opportunities for involvement are the Home & School Club, the Athletic, Drama and Music Boosters, and the School Site Council. Parents also volunteer in the library, career center and office, as dance chaperones, in the Snack Bar and in many other ways. | | | |

I. Demographic Information

Student Enrollment, by Grade Level

| | Grade Level | Enrollment |
|--|-------------|------------|
| | Grade 9 | 359 |
| | Grade 10 | 351 |
| | Grade 11 | 389 |
| | Grade 12 | 142 |
| | Total | 1241 |

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

| Racial/Ethnic Category | Number of Students | Percentage of Students | Racial/Ethnic Category | Number of Students | Percentage of Students |
|----------------------------------|--------------------|------------------------|------------------------|--------------------|------------------------|
| African-American | 38 | 3.1 | Hispanic or Latino | 174 | 14.0 |
| American Indian or Alaska Native | 20 | 1.6 | Pacific Islander | 6 | 0.5 |
| Asian-American | 74 | 6.0 | White (Not Hispanic) | 868 | 69.9 |
| Filipino-American | 14 | 1.1 | Other | 47 | 3.8 |

II. School Safety and Climate for Learning

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 December of each year and were reviewed with staff in January of 2002.

School Programs and Practices that Promote a Positive Learning Environment

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 a part of the Link Crew Program. 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.

Suspensions and Expulsions

The number of suspensions and expulsions is 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 California Basic Educational Data System (CBEDS) total enrollment 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 | | |
|-----------------------------|--------|------|------|----------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| Suspensions (number) | 119 | 88 | 116 | 641 | 631 | 670 |
| Suspensions (rate) | 20 | 9 | 9 | 8.6 | 8.4 | 9.2 |
| Expulsions (number) | 5 | 4 | 8 | 26 | 29 | 54 |
| Expulsions (rate) | .8 | .4 | .6 | .4 | .4 | .7 |

School Facilities

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 sturdy 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 our modernization project and of our successful 1999 bond measure. In full swing, these projects, including 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 and connects every classroom to the Internet and to each other.

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.

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) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests 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

| | | | | | | | |
|-----------|----|----|--|----|--|----|--|
| 9 | 44 | 48 | | 46 | | 46 | |
| 10 | 45 | 56 | | | | 51 | |
| 11 | 37 | 42 | | | | 39 | |

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 9 | 23 | 20 | | 21 | | 21 | |
| 10 | 16 | 6 | | | | 12 | |
| 11 | 11 | 9 | | | | 8 | |

CST - Subgroups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 9 | 34 | 26 | | 30 | | 30 | |
| 10 | 45 | 29 | | | | 37 | |
| 11 | 42 | 32 | | | | 36 | |

CST - Subgroups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 9 | 34 | 26 | | 30 | | 30 | |
| 10 | 45 | 29 | | | | 37 | |
| 11 | 42 | 32 | | | | 36 | |

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 9 | | | 52 | | 17 | | 56 | 20 |
| 10 | 47 | | 71 | | 35 | | 52 | 63 |
| 11 | | | 86 | | 15 | | 41 | 54 |

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 9 | | | 17 | | 13 | | 26 | |
| 10 | | | | | | | 14 | |
| 11 | | | 50 | | | | 8 | |

CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 9 | | | 33 | | 16 | | 48 | 25 |
| 10 | 50 | | 43 | | 56 | | 53 | 71 |
| 11 | | | 54 | | 20 | | 34 | 31 |

CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 9 | | | 52 | | 20 | | 33 | 17 |
| 10 | 32 | | 50 | | 15 | | 39 | 60 |
| 11 | | | 70 | | 23 | | 37 | 50 |

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | 54 | 55 | 49 | 49 | 49 | 49 | 35 | 35 | 34 |
| 10 | 33 | 49 | 51 | 42 | 46 | 47 | 34 | 34 | 34 |
| 11 | | 38 | 45 | 44 | 45 | 45 | 36 | 37 | 37 |

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |

| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

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 |
| 9 | 18.8 | 12.6 | 23.9 | 22.4 | 21.2 | 23.9 | 22.7 | 21.0 | 24.6 |

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% 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 monetary 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.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. 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 identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an 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: This is a comparison of each school with 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. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

| API Base Data | | | | API Growth Data | | | |
|-------------------|------|------|------|-------------------|-------------------|-------------------|-------------------|
| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| Percentage Tested | | 95 | 98 | Percentage Tested | | 98 | 97 |

| | | | | | | | |
|---|----|----|-----|--|-----|-----|-----|
| Eligible for Governor's Performance Award | | NO | NO | Recognition for Achievement (Title 1) | N/A | N/A | N/A |
| Eligible for II/USP | NO | NO | *** | Identified for Program Improvement (Title 1) | No | No | No |
| Applied for II/USP \$ | NO | NO | *** | Exited Title 1 Program Improvement | N/A | N/A | N/A |
| Received II/USP \$ | NO | NO | *** | | | | |

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

| | School | | | District | | | State | | |
|--------------------|--------|------|------|----------|------|------|---------|---------|---------|
| | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 |
| Enrollment (9-12) | | 601 | 933 | 7021 | 7395 | 7472 | 1659030 | 1703492 | 1735576 |
| Number of Dropouts | | | | 81 | 149 | 161 | 46470 | 47282 | 47899 |
| Dropout Rate | | | | 1.2 | 2.0 | 2.2 | 2.8 | 2.8 | 2.8 |

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

| Subject | 2000 | | | | 2001 | | | | 2002 | | | |
|----------------|-------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|
| | Avg. | 1-22 | 23-32 | 33+ | Avg. | 1-22 | 23-32 | 33+ | Avg. | 1-22 | 23-32 | 33+ |
| English | 23.48 | 17 | 1 | 3 | 25.62 | 18 | 6 | 10 | 26.47 | 18 | 6 | 14 |
| Mathematics | 33.19 | 1 | 4 | 11 | 33.63 | 0 | 7 | 17 | 33.55 | 0 | 11 | 22 |
| Science | 34.63 | 0 | 3 | 13 | 32.26 | 1 | 10 | 16 | 33.24 | 2 | 5 | 26 |
| Social Science | 34.00 | 0 | 2 | 4 | 29.74 | 2 | 9 | 8 | 32.81 | 2 | 6 | 18 |

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are 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.

| | 2000 | 2001 | 2002 |
|---|------|------|------|
| Total Number of Teachers | 23 | 41 | 52 |
| Full Credential (full credential and teaching in subject area) | 17 | 28 | 35 |
| Teaching Outside Subject Area (full credential but teaching outside subject area) | | 1 | 0 |
| Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 7 | 16 | 19 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 0 | 0 | 2 |

Teacher Evaluations

Teachers are evaluated on a regular basis by the principal, vice principal, and dean. The evaluation agreement conforms with 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. Two district-wide professional development days are made available to all teachers, while an additional three 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.

Substitute Teachers

The majority of the substitute teachers in the Campbell Union High School District are on a 30-day Substitute Permit. This definitely impacts the instructional program. There is definite shortage of fully qualified credentialed substitute teachers due to the overall shortage of teachers applying for work as substitutes.

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% full time. Two staff persons working 50% of full time also equals one FTE.

No data are available for this section

VII. Curriculum and Instruction

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 has focused on standards-based instruction over the past several years. The core of the District's strategic plan centers on insuring that students meet

the new State requirements, structuring support systems to help insure student success, and providing training for standards-based delivery. Most professional development offerings have been planned based upon this focus. These professional development opportunities include District and site offerings, as well as support of employees' attendance at conferences, workshops, and seminars.

Every four to six years, each of the District's six high schools participate in an accreditation process with the Western Association of Schools 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. All six high schools in the District are proud to be accredited by WASC.

In the spring of the year, each site determines its professional development calendar for the following school year. These calendars and accompanying budgets are then written into a school site plan; each plan is then approved by the local Board of Trustees. While standards-based instruction forms the backbone of most of the professional development offerings, the plans allow each site also to plan for site-specific activities (e.g., accreditation activities).

Focus standards have been developed or are being 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 also 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.

At the District level, a District Curriculum Advisory Committee, composed of teachers, administrators, classified employees, parents, and students meets five times throughout the school year to deal with standards implementation and new course proposals. The current focus of this Committee is the achievement gap and how to implement strategies throughout the District to close this gap, especially for the underrepresented student groups in the District.

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 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 Peer Assistance and Review (PAR) consulting teachers work with all first year teachers in the areas of classroom management and curriculum implementation.

Along with District staff, each school monitors the progress of *all* students. This monitoring takes the form of examination of data on an ongoing basis. This data consists of assessments of both standardized and classroom assessments, along with the analysis of student work. Intervention and tutorial classes occur both before and after school and in summer school to assist especially those students who struggle academically. Other supports and interventions that are available for the District's special needs students include an English Learner program at three high schools for second language learners, a Title I program at two high schools for students who do not do well academically in math and or language arts, a special education program for students with disabilities, AVID (Advancement Via Individual Determination) for capable students who might otherwise not go on to college without the support of this program and an alternative high school for students who are not on track for high school graduation.

Equal access for all students is a goal of the District. Advanced Placement courses are open to all students who so desire to enroll, understanding the rigor of such courses and a Middle College program, in partnership with West Valley College, exists for students who prefer a college environment to a comprehensive high school one.

Professional Development

Three District-wide professional development days are made available to all teachers, with an additional three 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.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks and other instructional materials are kept up-to-date in direct proportion to designated funding. A textbook adoption program is in place which includes a District curriculum review and a textbook adoption cycle. For grades 9 through 12, all textbooks used in the four core areas (English/language arts, mathematics, history/social science, and science) are aligned with the State Board of Education-adopted content standards as approved by the local governing board.

Multi-media equipment, library collections, distance learning, and technology systems have been improved in quantity and quality. A variety of technology equipment, such as computer assisted instruction laboratories, computer programming, graphics computers and laser printers are available at each site.

Instructional Minutes

The California Education Code establishes the 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 | | 64,800 |
| 10 | | 64,800 |
| 11 | | 64,800 |
| 12 | | 64,800 |

Continuation School Instructional Days

The California Education Code requires continuation schools to provide a minimum of 180 school days per year with at least 180 minutes of instructional time in each of those days. Data reported compares the number of instructional days offered at the school level to the state requirement for each grade.

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

Total Number of Minimum Days

Branham had a total number of 14 minimum days.

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. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

| Subject | Number of Courses | Number of Classes | Enrollment |
|--------------------------|-------------------|-------------------|------------|
| Fine and Performing Arts | | | |
| Computer Science | | | |
| English | 1 | 1 | 17 |
| Foreign Language | | | |
| Mathematics | | | |
| Science | 1 | 1 | 23 |
| Social Science | 1 | 1 | 18 |

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

| Number of Pupils Enrolled in all Courses | Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission | Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission |
|--|---|---|
| 4155 | 2881 | 69.3 |

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) **total graduates** for the most recent year.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

No data are available for this section

College Admission Test Preparation Course Program

Branham does not provide a PSAT/SAT preparation program. Students are referred to West Valley College or The Edge for such classes.

Degree to Which Students are Prepared to Enter Workforce

All CUHSD high schools offer a challenging curriculum geared to respond to diverse student interest and need. To graduate, students must complete a program of study that exposes them to four years of English language arts, along with mathematics, history, the sciences, fine arts and physical education, as well as to a rich and varied selection of world languages, technology-based courses and other electives. This program of required and elective courses constitutes strong preparation for any post-secondary path a student could choose to pursue. Each year our graduates are accepted at the finest public and private universities in the state as the nation. Others choose to attend community colleges, are accepted by respected trade and apprenticeship programs or successfully enter the workforce.

Enrollment and Program Completion in Career/Technical Education Programs

Data are available from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1). Data have been aggregated to the district level.

| CTE Participants | Secondary CTE Students | | | Grade 12 CTE Students | | |
|------------------|-------------------------|-------------------------|----------------------|-----------------------|----------------------|------------------------|
| | Total Course Enrollment | Number of Concentrators | Number of Completers | Completion Rate | Number of Completers | Number Earning Diploma |
| 2326 | N/A | N/A | N/A | N/A | 616 | N/A |

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | 35635 | 35124 |
| Mid-Range Teacher Salary | 59899 | 57212 |
| Highest Teacher Salary | 75637 | 71349 |
| Average Principal Salary (Elementary) | | 99782 |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | 99211 | |
| Superintendent Salary | 140000 | 138750 |
| Percentage of Budget for Teacher Salaries | 42.00 | 38.23 |
| Percentage of Budget for Administrative Salaries | 6.37 | 5.12 |

Expenditures (Fiscal Year 2000-2001)

| District | District | State Average | State Average |
|----------|----------|---------------|---------------|
|----------|----------|---------------|---------------|

| | | For Districts In Same Category | All Districts |
|----------------------|--------------------------------------|---|--------------------------------------|
| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA) | Dollars per Student (ADA) |
| \$44,910,186 | \$6,464 | \$6,534 | \$6,360 |

Types of Services Funded

Among the types of services funded are teachers and other needed certificated and classified staff, staff development training, instructional programs, counseling and support programs, the purchase of textbooks, instructional materials, technology and software, special education and English language learner programs, athletic and activity programs, transportation, food services, maintenance of buildings and grounds, business services, and safety programs and equipment.