



Oak Grove High School

285 Blossom Hill Rd. • San Jose, CA, 95123 • 408.347.6500 • Grades 9-12

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.6500.

School Description

Oak Grove High School is a comprehensive public high school (grades 9-12) with 83 teachers on the staff. It is one of twelve comprehensive high schools in the East Side Union High School District, which also has four small but necessary schools and one continuation high school. Established in 1967, Oak Grove High School occupies forty-three acres of land in South San Jose. The school is home to approximately 2000 students. Oak Grove has an extremely diverse student population with over twenty-seven major languages represented.

Mission Statement

To provide a safe, caring, learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning, pursue post-secondary education, compete in a changing job market, and participate in a multicultural democratic society.

Opportunities for Parental Involvement

To encourage parent participation, Oak Grove maintains a system of open communication. The school uses Schoolloop and Teleparent, to provide parents with immediate access to their students' grades, teachers, and information about school programs and activities. To support parents, Oak Grove hosts a variety of parent information nights, including, but not limited to, Financial Aid and College Awareness Workshops.

The school is aware that students are more likely to be successful if families and educators are informed and work together. Numerous opportunities are available for parents to become active participants at the school site. Please visit our website for meeting dates and locations. We encourage and welcome you to participate in one or more of the following committees:

- | | | |
|---------------------------------------|--------------------|----------------|
| • African American Parent Association | Mr. Brandon Jones | (408) 347-6532 |
| • Athletic Boosters | Mr. Eddie Buller | (408) 347-6613 |
| • Band Boosters | Mr. Chris Moura | (408) 347-6674 |
| • Comité de Padres Latinos | Mr. Marcelo Leal | (408) 347-6682 |
| • Parent Community Organization | Ms. Martha Cabrera | (408) 347-6511 |
| • School Site Council | Ms. Martha Cabrera | (408) 347-6511 |
| • English Language Advisory Committee | Ms. Jennifer Casel | (408) 347-6540 |

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	533
Gr. 10	528
Gr. 11	456
Gr. 12	518
Total	2,035

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.4
Asian	21.2
Filipino	3.9
Hispanic or Latino	52.8
Native Hawaiian/Pacific Islander	1.0
White	10.4
Two or More Races	3.8
Socioeconomically Disadvantaged	52.9
English Learners	41.8
Students with Disabilities	10.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	27.6	27.8	24	23	18	22	31	47	23	41	22	43
Math	29.7	29.2	28	12	13	18	27	16	13	36	44	45
Science	31.7	30.9	29	7	6	12	7	19	5	42	36	46
SS	31.6	28.5	28	8	12	14	10	29	10	42	22	38

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	24.04	30.47	7.27
Expulsions Rate	0.28	0	0.05
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Oak Grove has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Oak Grove Safety Committee and reviewed by the School Site Council and District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed and practiced during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents in the medium of the Community Newsletter.

The Oak Grove High School Site Safety Plan has (a) comprehensive, enforceable, and consistent:

- Behavior policy
- Rules and regulations
- Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Multi-service team (mental health counseling)

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 5, 2013

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school site and at the district office.

Cleaning Process and Schedule

The District's Board of Trustees has adopted cleaning standards for all schools. Oak Grove's administration works routinely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings

Oak Grove opened its doors in 1967. Now, over forty years later, ninety percent of our classrooms have been renovated to meet the high standards of our community.

Maintenance Projects

To enhance the beauty of the school, trees were planted along the perimeter and all buildings were repainted.

Modernization Projects

We recently completed the Title IX Interior Modernization which includes male and female locker rooms for PE and athletics. Other modernization projects include the U building and theater (due to be completed in the 2013-2014 school year).

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	Bldg H-1: Staff bathroom is constantly backing up and flooding. The smell is very disgusting. Action/plan-site to submit work order for M&O to schedule the work. Bldg M: Free standing water in the shower is causing health concerns. No good drainage. Action/plan-site to submit work order for M&O to schedule the work. Work completed.
Interior: Interior Surfaces	[X]	[]	[]	Bldg B, C & E: Sections of wall paper are torn off. Action/plan-site to submit work order for M&O to schedule the work. Work completed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No comment noted.
Electrical: Electrical	[X]	[]	[]	No comment noted.

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No comment noted.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No comment noted.
Structural: Structural Damage, Roofs	[]	[]	[X]	Bldg E: Ceiling tiles are damaged. Action/plan-site to submit work order for M&O to schedule the work. PF-8: flooding outside of portable. Free standing water is being brought into the classroom, causing more damage. Pavement needs repair. Action/plan-site to submit work order for M&O to schedule the work. Stadium area: Chain link fence is cut under bleachers. Action/plan-site to submit work order for M&O to schedule the work. Work completed. Quad areas: Uneven concrete or lifted concrete. Action/plan-site to submit work order for M&O to schedule the work
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No comment noted.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[X]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	93	78	83
Without Full Credential	4	2	2
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	978
Without Full Credential	◆	◆	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	12-13
Teachers of English Learners	3	1	1
Total Teacher Misassignments	3	1	2
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are directly linked to school and WASC goals. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District or through attendance at local education conferences and workshops. BTSAs and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with Common Core State Standards.

Professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95	5
Districtwide		
All Schools	96	4
High-Poverty Schools	96	4
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1017

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to receiving state funds, Oak Grove is the recipient of federal funds based on the number of students who speak English as a second language and the number of students who receive free and reduced lunches. School Site Council has allocated these monies to fund the following programs/services:

- Acceleration and Recovery Classes
- Additional Counselors to Assist Students and Parents
- English Language Learner (ELL) Coach to assist ELL Students, Staff and Parents
- Tutor and Homework Center for All Students
- Professional Development for All Teachers
- Translation and Interpreting Services
- Supplemental Educational Services

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,938	\$1,418	\$5,520	\$80,527
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-3.6	0.4
Percent Difference: School Site/ State			-3.1	9.8

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 English 4 – "The Language of Literature World Literature" McDougal Littell 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougall Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – "Biology: Web of Life and "Biology" Holt 1998, 1999, 2004 "Chemistry: Connections to Our Changing World" Prentice Hall 2002 Physics - Physics: "Principles and Problems" Glencoe 1995
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002 Economics – "Holt Economics" Holt 2003
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Science labs are adequately equipped

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	42	42	46	49	50	52	54	56	55
Math	18	17	19	30	29	28	49	50	50
Science	41	42	47	50	52	52	57	60	59
H-SS	38	35	36	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	46	19	47	36
Male	41	18	48	38
Female	52	19	46	33
Black or African American	38	6	30	28
American Indian or Alaska Native				
Asian	70	41	70	57
Filipino	48	20	52	38
Hispanic or Latino	34	9	33	23
Native Hawaiian/Pacific Islander				
White	61	26	72	51
Two or More Races	56	23	67	34
Socioeconomically Disadvantaged	36	14	33	27
English Learners	6	8	4	2
Students with Disabilities	12	8	16	6
Students Receiving Migrant Education Services	23	10		25

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.5	29.6	21.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	-11	24
Black or African American			
American Indian or Alaska Native			
Asian	0	-20	14
Filipino			
Hispanic or Latino	-1	-5	34
Native Hawaiian/Pacific Islander			
White	6	-12	26
Two or More Races			
Socioeconomically Disadvantaged	6	-1	14
English Learners	13	1	88
Students with Disabilities	-12	7	14

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	4	3	3
Similar Schools	3	3	2

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	13	
Percent of Schools Currently in Program Improvement	81.3	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,361	16,556	4,655,989
	API-G	693	751	790
Black or African American	Students	85	519	296,463
	API-G	657	661	708
American Indian or Alaska Native	Students	6	62	30,394
	API-G		694	743
Asian	Students	281	5,336	406,527
	API-G	829	863	906
Filipino	Students	54	1,445	121,054
	API-G	771	793	867
Hispanic or Latino	Students	709	7,488	2,438,951
	API-G	659	662	744
Native Hawaiian/Pacific Islander	Students	13	105	25,351
	API-G	642	679	774
White	Students	137	1,278	1,200,127
	API-G	783	791	853
Two or More Races	Students	76	305	125,025
	API-G	753	799	824
Socioeconomically Disadvantaged	Students	763	8,310	2,774,640
	API-G	679	701	743
English Learners	Students	642	8,673	1,482,316
	API-G	710	730	721
Students with Disabilities	Students	142	1,515	527,476
	API-G	454	466	615

Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	Yes

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 course 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 UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	435	5,412	418,598
Black or African American	39	198	28,078
American Indian or Alaska Native		11	3,123
Asian	129	1765	41,700
Filipino	24	524	12,745
Hispanic or Latino	178	2345	193,516
Native Hawaiian/Pacific Islander	6	43	2,585
White	55	460	127,801
Two or More Races	4	52	6,790
Socioeconomically Disadvantaged	228	2820	217,915
English Learners	113	1714	93,297
Students with Disabilities	28	361	31,683

Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	19.40	23.60	18.80
Graduation Rate	84.50	77.63	72.28
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
English-Language Arts	48	42	50
Mathematics	54	49	58
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	---
English	2	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	6	---
Science	4	---
Social Science	2	---
All courses	23	4.3

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	50	23	27	42	35	23
Male	56	23	21	42	33	25
Female	44	24	32	42	36	22
Black or African American	69	14	17	60	24	16
American Indian or Alaska Native						
Asian	24	27	49	8	43	50
Filipino	38	24	38	33	43	24
Hispanic or Latino	63	21	16	57	32	11
Native Hawaiian/Pacific Islander						
White	36	30	34	30	37	33
Two or More Races	37	30	33	40	30	30
Socioeconomically Disadvantaged	62	16	21	50	34	17
English Learners	99	1		83	16	2
Students with Disabilities	95	5		83	17	
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	144
Percent of pupils completing a CTE program and earning a high school diploma	15%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	32.2

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

California Partnership Academy: The Academy of Hospitality & Tourism

- 10th Grade Introduction to Hospitality & Tourism - elective (CTE)
- 11th grade Tourism & Hospitality Management (CTE)
- Summer Internship - elective (CTE)
- 12th Grade Marketing Hospitality & Tourism - elective (CTE)

Through their participation in the academy, students are able to explore career paths and work with industry professionals. There are multiple events at each educational level which prepare students for the workforce such as an annual Job Shadowing event in February. In addition, students are exposed to a variety of occupations and industries via online surveys, email mentors, field trips, mock interviews. In their senior year, students participate in "Networking for Success," an after-school event in which industry professionals deliver presentations to students who have identified their careers as an area of interest. Professionals discuss with students their experiences and what has made them successful. All levels participate in Familiarization Trips that expose them to multiple industries and workplace settings.