



Oak Grove High School

285 Blossom Hill Rd. • San Jose, CA, 95123 • (408)347-6500 • Grades

Martha Brazil, Principal

brazilm@esuhsd.org

oghs.schoolloop.com

2017-18 School Accountability Report Card Published During the 2018-19 School Year



East Side Union High School District

830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

District Governing Board

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School Description

Oak Grove High School is a comprehensive public high school (grades 9-12) with 80 teachers on staff. It is one of eleven comprehensive high schools in the East Side Union High School District, which also has five alternative education schools. Oak Grove High School occupies forty-three acres of land in South San Jose and first opened its doors on January 2, 1968. The school is home to approximately 1850 students. Oak Grove has an extremely diverse student population with over twenty-five major languages represented.

Oak Grove is committed to fostering a safe and inclusive learning environment that provides high-quality instruction to all students.

- Our school culture is built on a foundation of mutual respect, compassion and dedication to learning.
- We empower students to perform complex tasks and think critically by redefining the roles of teachers and students.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	482
Grade 10	494
Grade 11	425
Grade 12	436
Total Enrollment	1,837

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.3
Asian	22.0
Filipino	4.5
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	0.7
White	7.2
Socioeconomically Disadvantaged	61.0
English Learners	18.9
Students with Disabilities	13.8
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Oak Grove High School	16-17	17-18	18-19
With Full Credential	92	78	78.4
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	991.5
Without Full Credential	♦	♦	50.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Grove High School	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	1	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	A Hands On Introduction to Forensic Science 2014 Biology – NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources "Chemistry: Connections to Our Changing World" Prentice Hall 2002 Physics - Physics: "Principles and Problems" Glencoe 1995 AP Physics 1- Wiley The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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 1968. Now, almost 50 years later, ninety percent of our classrooms have been renovated to meet the high standards of our community.

Modernization Projects

Recently completed projects include the upgrade to our school security cameras, fencing around the perimeter of the school, and the modernization of the student restrooms in the H1 and H2 buildings. The library is currently being modernized and will have additional windows to allow for more light and the interior will be designed in such a way to promote community and togetherness. The entry to campus from the student parking lot is also undergoing a complete transformation.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 6/22/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boy's Locker Room - Sewer continues to be issue- workorder submitted
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	West Lunch Canopy is under construction
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Landscape / Hardscape cement needs to be repaired - workorder submitted
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	52.0	53.0	63.0	59.0	48.0	50.0
Math	27.0	27.0	39.0	38.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.3	24.4	26.9

* Percentages are not calculated 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	395	95.87	53.16
Male	212	201	94.81	52.24
Female	200	194	97.00	54.12
Black or African American	20	20	100.00	45.00
Asian	99	97	97.98	76.29
Filipino	19	19	100.00	52.63
Hispanic or Latino	222	209	94.14	45.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77	30.00
Two or More Races	17	16	94.12	68.75
Socioeconomically Disadvantaged	202	192	95.05	46.35
English Learners	90	88	97.78	22.73
Students with Disabilities	53	46	86.79	8.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	395	95.87	27.16
Male	212	201	94.81	30.35
Female	200	194	97	23.83
Black or African American	20	20	100	5
Asian	99	97	97.98	61.86
Filipino	19	19	100	15.79
Hispanic or Latino	222	209	94.14	16.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77	10
Two or More Races	17	16	94.12	31.25
Socioeconomically Disadvantaged	202	192	95.05	23.56
English Learners	90	88	97.78	15.91
Students with Disabilities	53	46	86.79	6.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

It is the goal of Oak Grove High School that students will graduate ready for college and 21st Century Careers. The school is aware that students are more likely to be successful if families and educators are informed and work together. To that end, the school promises to:

- Assist parents in understanding academic content and achievement standards and assessments.
- Provide parents with materials and training to help them regularly monitor and improve the achievement of their children.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs of upcoming academic and informational events.

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 Ms. Martha Cabrera (408) 347-6556
- Band Boosters Mr. Chris Moura (408) 347-6674
- Comité de Padres Latinos Ms. Martha Cabrera (408) 347-6556
- School Site Council Ms. Martha Brazil (408) 347-6511
- English Language Advisory Committee Ms. Martha Cabrera (408) 347-6556

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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 the school website and via email from an administrator.

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

- Reduce the incidents of bullying and harassment
- Decrease the percentage of unexcused full day absences
- Reduce the number of full-day suspensions

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.5	6.2	5.7
Expulsions Rate	0.1	0.1	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	4.0	3.7
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	459.25

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	27.0	26.0	15	17	18	61	56	59		6	2
Mathematics	27.0	23.0	28.0	8	12	9	14	11	48	14	1	5
Science	29.0	29.0	27.0	8	10	10	24	38	50	22	11	
Social Science	27.0	28.0	27.0	11	9	12	23	37	42	20	9	

* 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 rather than grade level.

Professional Development provided for Teachers

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. Induction meetings and instructional coaching support new teachers. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held weekly so 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,349	\$50,747
Mid-Range Teacher Salary	\$90,881	\$86,127
Highest Teacher Salary	\$112,154	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$146,943	\$150,286
Superintendent Salary	\$286,275	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	4.0	5.0

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

Types of Services Funded

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 during the school year and summer
- Additional counseling services to assist students and parents
- Monthly parent and student academic workshops
- LinkCrew program for all freshmen
- Tutor and homework center for all students
- Professional development for all staff
- Translation and interpreting services
- Supplemental Educational Services

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,975	\$1,548	\$7,426	\$95,626
District	◆	◆	\$7,376	\$89,332
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			0.7	9.1
Percent Difference: School Site/ State			12.2	14.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Oak Grove High School	2014-15	2015-16	2016-17
Dropout Rate	9.5	10.7	9.9
Graduation Rate	87.2	83.8	86.3
East Side Union High School District	2014-15	2015-16	2016-17
Dropout Rate	11.7	10.0	20.5
Graduation Rate	83.0	85.0	71.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	165
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	35.7

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	2	♦
Foreign Language	4	♦
Mathematics	4	♦
Science	6	♦
Social Science	3	♦
All courses	23	20.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	83.6	84.1	88.7
Black or African American	71.0	75.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	95.2	95.0	94.9
Filipino	88.2	92.2	93.5
Hispanic or Latino	79.9	76.3	86.5
Native Hawaiian/Pacific Islander	100.0	67.7	88.6
White	84.9	92.7	92.1
Two or More Races	85.7	89.2	91.2
Socioeconomically Disadvantaged	85.1	83.8	88.6
English Learners	60.5	62.3	56.7
Students with Disabilities	69.5	62.0	67.1
Foster Youth	75.0	59.3	74.1

Career Technical Education Programs

California Partnership Academy: The Academy of Hospitality, Entrepreneurship

10th Grade Introduction to Hospitality & Tourism - elective (CTE)

11th Grade Hospitality Management- elective (CTE)

12th Grade Marketing Hospitality & Tourism - elective (CTE)

The Academy of Hospitality, Entrepreneurship is dedicated to helping students define their path for success while still in high school. Academy students go to the same core group of classes together, learn about career opportunities in the Hospitality, Entrepreneurship industry, and attend job shadowing and industry familiarization trips. Important 21st Century Skills such as public speaking, collaboration, communication, and problem solving, entrepreneurship and innovation are emphasized in all academy classes. Students make resumes, learn interview skills, get personalized college application help, have industry mentors, and get their first jobs/internships through the program. All academy students are supported through a core team of teachers who meet monthly to plan curriculum, discuss student progress, and create support systems for at-risk students.

The academy electives emphasize the Common Core State Standards of reading, writing, listening, research and inquiry, problem solving and modeling plus data analysis, and communicating reasoning. Sophomore students earn 2 semester credits upon completion of the Introduction to Hospitality Course that can be used if they choose to attend Mission College in Santa Clara. Senior students earn Guest Service Gold certification through the American Hotel and Lodging Educational Institute. The Academy's Industry Advisory Board is comprised of managers and employees from the lodging, event planning, and restaurant/food-service industries who meet once a semester to evaluate curriculum and projects. Members give feedback on, as well as, create industry-relevant projects and activities for students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.