

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., 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.

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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Oak Grove High	District Name	East Side Union High
Street	285 Blossom Hill Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95123-2048	Web Site	www.esuhd.org
Phone Number	408-347-6500	Superintendent	Dan Moser
Principal	Martha Brazil	E-mail Address	moserd@esuhd.org
E-mail Address	brazilm@esuhd.org	CDS Code	43- 69427- 4335204

School Description and Mission Statement (School Year 2009–10)

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

The students worked diligently again last year so that we exceeded 700 on our API for the first time in school history. We are proud of the academic achievement of all our students, which complements our award winning performing arts program and our renowned athletic teams. Oak Grove celebrates its cultural diversity, which closely mirrors the ethnic breakdown of the state of California. Furthermore, Oak Grove students have the opportunity to participate in a varied and interesting selection of co-curricular activities: clubs, spirit competitions, dances, AFJROTC, and California Partnership Academies, such as Travel and Tourism or Business and Finance. Visit us on our website at <http://og.ca.campusgrid.net>.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Oak Grove values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Oak Grove maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. To ensure ongoing communication, Oak Grove utilizes the district's Parent Connect website, Schoolloop and Teleparent, to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Oak Grove High School provides a number of parent involvement opportunities. The school has an active School Site Council, Oak Grove Band Boosters, Oak Grove Athletic Boosters, African American Parent Coalition, Latino Parent Coalition, and the Oak Grove PTSA. To support parents, Oak Grove hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

Latino Parent Coalition	Mr. Marcelo Leal	347-6682
Band Booster Club	Mr. Chris Moura	347-6674
African American Parent Coalition	Mr. Vince Proby	347-6777
School Site Council	Mrs. Linda Brown	347-6511

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	587
Grade 3		Grade 10	628
Grade 4		Grade 11	578
Grade 5		Grade 12	600
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	2395

Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	7.1	White	14.9
American Indian or Alaska Native	0.3	Two or More Races	0
Asian	21.7	Socioeconomically Disadvantaged	40
Filipino	3.9	English Learners	18
Hispanic or Latino	50.8	Students with Disabilities	10
Native Hawaiian/Pacific Islander	1.3		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.3	26	79		27.0	18	83	2	29.6	6	46	24
Mathematics	26.8	26	57	11	26.8	20	65	11	30.5	4	31	33
Science	30.0	3	52	14	30.1	1	53	12	31.6	2	24	32
Social Science	30.9	1	53	20	30.5	2	68	8	32.1	1	25	33

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive 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 Principal's 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)

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	63.9	19.7	14.1	30.0	16.9	12.5
Expulsions	0.2	0.1	0.3	0.1	0.1	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

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 office 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 when it was a showplace for the district. Now, over forty years later, ninety percent of our classrooms have been renovated to meet the high standards of our community and we remain a showplace for the District.

Maintenance Projects

To enhance the beauty of the school, trees were planted along the perimeter and our tennis courts and student parking lots have been resealed and repainted.

Modernization Projects

We are moving into the last phase of Oak Grove's modernization projects as we submit plans for the Art Building (D Building) to the state architect for approval.

School Facility Good Repair Status (School Year 2010–11)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	90%	10%		We need to replace the door on the exterior of Gym. This will be done when funds are available. We replace doors and hardware between Boy's locker room and Gym. Other doors will be replaced when funds are available.
Interior Surfaces (walls, floors, and ceilings)	x			Hallway in BCand E building need painting and repaired. Was done in summer of 2010
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			

Fire Safety	x			
Electrical (interior and exterior)		x		Main switch need service will try to do in summer of 2011
Pest/Vermin Infestation		x		We have pest control spray annually
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed.
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			Outside basketball court need resurfacing. Will do when funds are available.
Other Athletic Fields	x			Some building needs to be painted. Will be done when funds are available.
Overall Rating	x			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	113	108	100	1065
Without Full Credential	8	6	5	63
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	3	0	1
Total Teacher Misassignments	3	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	99	1

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	547
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

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

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

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – "The Language of	McDougal Littell	2002	0	YES

Literature Ninth Grade"					
English 2 – "The Language of Literature" Grade 10	McDougal Littell	2002	0	YES	
English 3 – "Timeless Voices Timeless Themes Am. Experience"	Prentice Hall	2000	0	YES	
English 4 – "The Language of Literature" World Literature	McDougal Littell	2002	0	YES	
MATH					
Algebra I – "Algebra 1"	McDougal Littell	2007	0	YES	
Geometry – "Geometry"	McDougal Littell	2007	0	YES	
Algebra II – "Algebra 2"	McDougal Littell	2007	0	YES	
Math Analysis – "Precalculus With Limits"	Houghton Mifflin	2001	0	YES	
SCIENCE					
Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations"	Holt	2001, 03, 04	0	YES	
Biology – "Biology: Web of Life; Holt Biology"	Holt	1998, 1999, 2004	0	YES	
Chemistry – "Chemistry in the Community"	Kendall-Hunt	1993, 1998, 2002	0	YES	
Chemistry: Connections to Our Changing World	Prentice Hall	2002	0	YES	
SOCIAL SCIENCE					
World History – "Modern World History"	McDougal-Littell	2003	0	YES	
US History – "The American Vision"	Glencoe	2006	0	YES	
American Government – "Magruder's American Government"	Prentice Hall	1997	0	YES	
American Government – "We the People"	Center for Civic Education	2002	0	YES	
Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are		0	YES	

	standards aligned and officially adopted		
HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0	YES
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0	YES
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped	0	YES

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	7451	2006	5445	81955
District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-13%	3%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	-4%	20%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In addition to receiving state funds, Oak Grove is the recipient of federal funds based on the numbers of students who speak English as a second language and the number of students who receive free and reduced rate lunches. School Site Council has allocated these funds to go into the following areas:

California High School Exit Exam support classes (semester classes to help juniors and seniors pass the math and English parts of the California High School Exit Exam)

Migrant Education Tutoring

Additional counseling staff

Opportunity Transition Program

Professional Development for teachers working with the targeted groups

Eagle Support Program (counseling interns from local universities work with our students in the area of mental health and support)

Translation and interpreting services

Sheltered classes (smaller class sizes for students learning English as a second language)

Supplemental Educational Services

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615
Superintendent Salary	239188	204469
Percent of Budget for Teacher Salaries	39.6	N/A
Percent of Budget for Administrative Salaries	3.9	N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no

case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	42	43	43	44	47	48	46	50	52
Mathematics	16	18	20	23	26	27	43	46	48
Science	37	37	41	44	45	46	46	50	54
History-Social Science	37	35	31	34	39	39	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	27	37	40
All Students at the School	43	20	41	31
Male	38	21	39	34
Female	48	20	44	28
Black or African American	34	12	32	21
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	65	42	60	51
Filipino	43	13	33	22
Hispanic or Latino	30	12	30	20
Native Hawaiian or Pacific Islander	41	29		
White	57	22	55	47
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	33	18	3	25
English Learners	8	13	8	4
Students with Disabilities	13	10	9	13
Students Receiving Migrant Education Services	16	9	21	3

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at

three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	48.6	47.0	53	55.1	55.1	58.0	52.9	52.0	54.0
Mathematics	53.8	52.9	52	59.6	59.6	58.0	51.3	53.3	53.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	24	32	42	35	23
All Students at the School	47	24	29	48	34	18
Male	54	23	23	51	33	16
Female	40	24	36	45	36	20
Black or African American	48.8	41.5	9.8	58.5	36.6	4.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	28	17	55	17	39	43
Filipino	54.5	18.2	27.3	50	36.4	13.6
Hispanic or Latino	59	24	17	63	29	8
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	39	24	37	42	42	15
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	57	23	20	54	32	14
English Learners	73	21	7	67	26	7
Students with Disabilities	90.2	7.3	2.4	81.4	14	4.7
Students Receiving Migrant Education Services	54.5	27.3	18.2	58.3	25	16.7

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to*

protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	31.6	26.7

X. Accountability

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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	5	5	4
Similar Schools	4	4	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	5	-4	5
Black or African American	9	-62	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	6	6	20
Filipino	N/A	N/A	N/A
Hispanic or Latino	18	2	-1
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	-11	28	0
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	17	-7	4
English Learners	-9	-5	10
Students with Disabilities	-20	20	-12

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

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	704	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	815	848	857
Filipino	N/A	786	812
Hispanic or Latino	636	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	763	786	801
Two or More Races	N/A	747	747
Socioeconomically Disadvantaged	657	687	669
English Learners	601	633	626
Students with Disabilities	470	453	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 3	Year 3

Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	60

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	3.9	6.3	3.3	5.1	5.2	5.6	5.5	4.9	5.7
Graduation Rate	80.7	73.1	84.5	73.9	72.3	72.9	80.6	80.2	78.5

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2010		
	School	District	State
All Students	84	84	N/A
Black or African American	75	79	N/A
American Indian or Alaska Native	100	88	N/A
Asian	92	93	N/A
Filipino	100	91	N/A
Hispanic or Latino	76	73	N/A
Native Hawaiian/Pacific Islander	100	89	N/A

White	85	87	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	81	78	N/A
English Learners	46	52	N/A
Students with Disabilities	69	62	N/A

Career Technical Education Programs (School Year 2009–10)

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

California Partnership Academy:

The Academy of Hospitality & Tourism

- 9th Grade Introduction to Hospitality & Tourism- mandatory elective (CTE)
- 11th grade Tourism Geography & World Cultures (NOT CTE)
- Summer Internship (through CCOC)-elective (CTE)
- 12th Grade Marketing Hospitality & Tourism-mandatory elective (CTE)

Through their participation in the academy students are able to explore career paths and work with industry professionals to better understand and plan for their future roles in society.

There are multiple events at each educational level which prepare students for the workforce. The most influential are:

At the Sophomore level, students do on-line surveys through Junior Achievement (Kuders Work Values Survey, etc) which take student's answers and give them specific fields/industries that match their personality/strengths/and interests. From there, students attend a Job Shadowing event in February where they are most often aligned with a person who is in one of their career interest areas.

In their Junior year, students are set up with an email mentor, again, in their area of interest. They communicate with them several times a month for five months, and then participate in a mock interview (sometimes with their mentor-if available) where they are interviewed by an industry professional in a small group environment (5 students or less) where they are assessed by the interviewer, a teacher, and their peers. They are expected to dress for success and bring a well-composed resume. Students also job shadow again in February (just like at the Sophomore level)

In their Senior year, students participate in Networking for Success, an after-school event in which 8 or 9 industry professionals come and give presentations to small groups on their careers and what has made them successful. Students dress for success, and create a report after the event about what they have learned. They also compose email thank you letters to the professionals. Students also job shadow again in February (just like at the Sophomore level)

All levels participate in additional events (namely FAM (Familiarization Trips) to multiple destinations that, again, expose them to multiple industries and workplace settings.

From the Sophomore level on, students are encouraged to discover their passions. The Academy teachers and director work at making sure that students have access not only to professionals to shadow and learn from, but also to educational paths and scholarship opportunities.

Photo 1 &2 International Cuisine

Career Technical Education Participation (School Year 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	260
Percent of pupils completing a CTE	33%

program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	98.5
Graduates Who Completed All Courses Required for UC/CSU Admission	31.5

Advanced Placement Courses (School Year 2009–10)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	2	N/A
All courses	11	13.3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. 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. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. 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 rigorous state

content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, 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. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.