



Oak Grove High School

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

Martha Brazil, Principal

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2011-12 School Accountability Report Card Published During the 2012-13 School Year

East Side Union High School District

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District Governing Board

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Instructional Services**

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**Director
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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 2011-12 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

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 the California Partnership Academy Hospitality and Tourism Visit us on our website at <http://oghs.schoolloop.com/>.

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. Oak Grove utilizes Schoolloop and Teleparent, to provide parents with immediate access to their students' grades, test scores, and information about school programs, and activities. Oak Grove High School provides a number of parent involvement opportunities including School Site Council, Band Boosters, African American Parent Association, Latino Parent Coalition, and the Parent Teacher Student Association. 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.

- | | | |
|---------------------------------------|---------------------|----------|
| • African American Parent Association | Mr. Brandon Jones | 347-6532 |
| • Athletic Boosters | Mr. Eddie Buller | 347-6613 |
| • Band Booster's | Mr. Chris Moura | 347-6674 |
| • Latino Parent Coalition | Mr. Marcelo Leal | 347-6682 |
| • Parent Community Organization | Ms. Jennifer Medina | 347-6511 |
| • School Site Council | Ms. Jennifer Medina | 347-6511 |

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	531
Gr. 10	494
Gr. 11	549
Gr. 12	543
Total	2,117

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.4
Asian	22.8
Filipino	4.2
Hispanic or Latino	51.5
Native Hawaiian/Pacific Islander	1
White	11.3
Two or More Races	1.6
Socioeconomically Disadvantaged	54.1
English Learners	37.3
Students with Disabilities	10.8

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
English	29.6	27.6	27.8	6	23	18	46	31	47	24	41	22
Math	30.5	29.7	29.2	4	12	13	31	27	16	33	36	44
Science	31.6	31.7	30.9	2	7	6	24	7	19	32	42	36
SS	32.1	31.6	28.5	1	8	12	25	10	29	33	42	22

* 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	09-10	10-11	11-12
Suspensions Rate	25.59	24.04	30.47
Expulsions Rate	0.17	0.28	0
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

* 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 2012-13)

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: October 2012

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.

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 recently completed the Title IX Interior Modernization which includes male and female locker rooms for PE and athletics. In addition, all campus building were repainted. Other modernization projects include the U building and theater (due to be completed in the 2012-2013 school year).

School Facility Good Repair Status (School Year 2012-13)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Building Q, R, small and large Gym need new mechanical systems. The District plans to replace HVAC units in the small and large gym, and in the Q, S and R buildings. This is scheduled to be completed by the summer of 2015.
Interior: Interior Surfaces	[]	[X]	[]	[]	The gym floor needs to be replaced. This will be completed by the summer of 2013. The ceiling tile and flooring in room X-11 needs to be replaced and/or repaired. This will be completed this year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	A pest control company has been hired to spray annually.
Electrical: Electrical	[]	[]	[X]	[]	The main switch board will be replaced by the summer of 2013.

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Drinking fountains are repaired when needed. The sink in room C-4 is leaking. The repairs have been scheduled.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	There are missing fire extinguishers in the C and B hallways. The District will ensure these are in place where needed.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Some of the doors have been replaced and the remaining doors will be replaced when funds are available. Asphalt repairs and seal coating to be scheduled for outside the basketball court area, interior campus walkways, and the student and staff parking lots. This is scheduled to be completed within the next two summers. Concrete work is needed next to the X building. The district will schedule repairs for the summer of 2013.
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	100	93	78
Without Full Credential	5	4	2
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	935.3
Without Full Credential	◆	◆	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	1	3	1
Total Teacher Misassignments	1	3	1
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 multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during 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.

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	98.37	1.63
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* 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	1
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.2
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	2117

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,750	\$1,463	\$5,287	\$77,740
District	♦	♦	\$5,234	\$77,458
State	♦	♦	\$5,455	\$70,792
Percent Difference: School Site/District			1%	.4%
Percent Difference: School Site/ State			-3.2%	8.9%

* **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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,660
Mid-Range Teacher Salary	\$74,444	\$69,198
Highest Teacher Salary	\$95,445	\$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,140
Average Principal Salary (HS)	\$126,498	\$127,707
Superintendent Salary	\$215,844	\$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist 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 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 Success 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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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 instructional 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; "Biology" Holt 1998, 1999, 2004 Chemistry – "Chemistry in the Community" Kendall-Hunt 1993, 1998, 2002 "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
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

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	43	42	42	48	49	50	52	54	56
Math	20	18	17	27	30	29	48	50	51
Science	41	41	42	46	50	52	54	57	60
H-SS	31	38	35	39	43	43	44	48	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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	29	52	43
All Student at the School	42	17	42	35
Male	39	17	42	40
Female	45	17	41	30
Black or African American	29	4	27	28
American Indian or Alaska Native				
Asian	66	40	64	57
Filipino	45	17	43	31
Hispanic or Latino	29	7	27	23
Native Hawaiian/Pacific Islander	33	13		
White	56	23	70	52
Two or More Races	68	24		
Socioeconomically Disadvantaged	35	14	31	28
English Learners	5	10	6	4
Students with Disabilities	10	9	11	1
Students Receiving Migrant Education Services	26	10	35	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	19.1	35	20.9

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		
	09-10	10-11	11-12
All Students at the School	6	1	-10
Black or African American			
American Indian or Alaska Native			
Asian	20	0	-20
Filipino			
Hispanic or Latino	-1	-1	-4
Native Hawaiian/Pacific Islander			
White	0	6	-12
Two or More Races			
Socioeconomically Disadvantaged	4	6	-1
English Learners	10	13	1
Students with Disabilities	-12	-12	8

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	2009	2010	2011
Statewide	4	4	3
Similar Schools	3	3	3

Federal Intervention Program (School Year 2012-13)

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	12	
Percent of Schools Currently in Program Improvement	57.1	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,415	16,761	4,664,264
	API-G	694	748	788
Black or African American	Students	88	541	313,201
	API-G	668	675	710
American Indian or Alaska Native	Students	5	61	31,606
	API-G		699	742
Asian	Students	332	5,514	404,670
	API-G	815	859	905
Filipino	Students	61	1,485	124,824
	API-G	742	803	869
Hispanic or Latino	Students	729	7,489	2,425,230
	API-G	627	653	740
Native Hawaiian/Pacific Islander	Students	15	117	26,563
	API-G	606	692	775
White	Students	156	1,353	1,221,860
	API-G	755	789	853
Two or More Races	Students	29	165	88,428
	API-G	743	784	849
Socioeconomically Disadvantaged	Students	856	9,107	2,779,680
	API-G	665	696	737
English Learners	Students	551	6,849	1,530,297
	API-G	622	667	716
Students with Disabilities	Students	145	1,554	530,935
	API-G	435	455	607

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	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	No	No

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 Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	83.0	85.0	---
Black or African American	88.1	85.6	---
American Indian or Alaska Native	0	80.0	---
Asian	93.6	93.1	---
Filipino	100	92.1	---
Hispanic or Latino	74.9	76.3	---
Native Hawaiian/Pacific Islander	83.3	85.7	---
White	80.6	89.1	---
Two or More Races	100	80.4	---
Socioeconomically Disadvantaged	73	73.2	---
English Learners	51	57.4	---
Students with Disabilities	50	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	3.3	19.4	24.2
Graduation Rate	84.50	79.63	71.86
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* 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	2009-10	2010-11	2011-12
English-Language Arts	50	48	42
Mathematics	52	54	49
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	1	---
Foreign Language	4	---
Mathematics	5	---
Science	0	---
Social Science	5	---
All courses	17	4.1

* 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	46	21	33	39	34	27
All Students at the School	58	19	23	51	31	18
Male	62	19	19	53	31	17
Female	53	19	28	49	31	20
Black or African American	62	26	12	67	27	6
American Indian or Alaska Native						
Asian	35	16	50	18	37	45
Filipino	52	30	17	41	45	14
Hispanic or Latino	72	15	13	68	26	7
Native Hawaiian/Pacific Islander						
White	38	34	28	32	42	26
Two or More Races						
Socioeconomically Disadvantaged	66	17	17	58	29	13
English Learners	100	0	0	72	17	10
Students with Disabilities	94	4	2	83	14	3
Students Receiving Migrant Education Services	71	18	12	65	24	12

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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	75.1
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	29.5

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- mandatory elective (CTE)

11th grade Tourism & Hospitality Management (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.