



School Accountability Report Card Reported for School Year 2007-08

(Published During 2008-09)

Executive Summary School Accountability Report Card, 2007-08			
Oakland High School			
Address:	1023 MacArthur Blvd. , Oakland CA 94610-3930	Phone:	510-879-3040
Principal:	Mary Scott	Grade Span:	9 - 12
<p style="font-size: small;">This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.</p>			

About This School

The goal of Oakland High School is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement. We offer a solid college preparatory program and we routinely send out graduates to notable public and private universities. Many of our students go on to a four-year college education. Another strength of our school is the student leadership program. Oakland High School is a place where students can develop the skills to become leaders in their generation. We have an active student government and leadership class that not only plans activities, but also helps the school set policies. Oakland High students will also have the opportunity to express their school spirit by participating in activities, clubs, and interscholastic sports. All students attend homecoming and rallies. There are over 40 student clubs and organizations.

Student Enrollment

Group	Percent
African American	27.07 %
American Indian or Alaska Native	0.17 %
Asian	50.83 %
Filipino	0.61 %
Hispanic or Latino	17.29 %
Pacific Islander	1.22 %
White (not Hispanic)	1.44 %
Multiple or No Response	1.38 %
Socioeconomically Disadvantaged	71 %

Students with Disabilities	10 %
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Teachers

Indicator	Teachers
Teachers with full credential	78
Teachers without full credential	8
Teachers Teaching Outside Subject Area of Competence	2
Misassignments of Teachers of English Learners	23
Total Teacher Misassignments	23

School Facilities

Summary of Most Recent Site Inspection - Repairs Needed - Corrective Actions Taken or Planned

OHS is on schedule with modernization. This summer 08 saw major renovations and repairs, including the roof. The work is ongoing as the 08-09 school year progresses. Demolition of 7 portables; installation of 5 temporary ones.

MacArthur Blvd improvements: new bus turnouts, new visitor parking area

Upgrade to classrooms includes two new science rooms and one art room

New gymnasium. New marker boards in all classrooms

Repair and refinish hardware floors in auditorium.

New landscaping.

New intercom, clocks and security systems.

Main entry addition, campus Mall renovation, corridor improvements

Library improvements

Oakland High is designated for a site-based Health Center to be run by Alameda County and OUSD. The Center will be all new construction and includes reception area, two exam rooms, office and a charting room, and a health education room.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,192
District	\$6,969
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	30 %
Mathematics	17 %

Science	31 %
History-Social Science	15 %

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	629
Statewide Rank (from 2007 Base API Report)	2
2008-09 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	82.6%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	84.7%
Graduates Who Completed All Courses Required for University of California or California State University Admission	46.6 %

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Oakland High	District Name	Oakland Unified
Street	1023 MacArthur Blvd.	Phone Number	(510) 879-8582
City, State, Zip	Oakland , CA 94610-3930	Web Site	www.ousd.k12.ca.us
Phone Number	(510) 879-3040	Superintendent	Dr. Roberta Mayor
Principal	Mary Scott	E-mail Address	roberta.mayor@ousd.k12.ca.us
E-mail Address	Mary.Scott@ousd.k12.ca.us	CDS Code	01-61259-0135905

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The goal of Oakland High School is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement. We offer a solid college preparatory program and we routinely send out graduates to notable public and private universities. Many of our students go on to a four-year college education. Another strength of our school is the student leadership program. Oakland High School is a place where students can develop the skills to become leaders in their generation. We have an active student government and leadership class that not only plans activities, but also helps the school set policies. Oakland High students will also have the opportunity to express their school spirit by participating in activities, clubs, and interscholastic sports. All students attend homecoming and rallies. There are over 40 student clubs and organizations.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

We have a functioning parent organization for English Learners, the English Learner Advisory Committee.

The OHS Parent, Teacher, Student Association (PTSA) is an active organization that acts as a resource for parents and students to strengthen the link between home and school culture. The

OHS PTSA is open to all parents and it meets monthly. The two main PTSA-sponsored activities were “Bring Your Parent to School Day” and “Career Day”. Parents are invited to participate in all school improvement committees that meet once a month on shortened Wednesdays. Students, parents, teachers and administrators form our School Site Council (SSC), which is an advisory body addressing student achievement and which sets budget priorities in the areas of categorical funding. This body meets once a month, analyzes our test, attendance and suspension data, and monitors the use of funds. This group discusses ways to improve academic performance and the school culture.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	508
Grade 10	496
Grade 11	435
Grade 12	371
Ungraded Secondary	0
Total Enrollment	1810

Student Enrollment by Group (School Year 2007-08)

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
African American	27.07 %
American Indian or Alaska Native	0.17 %
Asian	50.83 %
Filipino	0.61 %
Hispanic or Latino	17.29 %
Pacific Islander	1.22 %
White (not Hispanic)	1.44 %
Multiple or No Response	1.38 %
Socioeconomically Disadvantaged	71 %
English Learners	21 %
Students with Disabilities	10 %

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	2005-06		2006-07		2007-08	
	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	28.8	12	43	25	22.8	33	42	7	63.6	5	5	21
Mathematics	30.0	7	28	16	23.0	30	34	11	51.6	4	7	22
Science	32.6	1	21	29	24.6	18	43	9	81.9	1		20
Social Science	32.2	4	22	30	20.2	33	27	11	62.9	2	2	20

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The school reviewed, revised and submitted to the Board in 07-08 an updated Safety Plan that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	10.7	11.0	2.6	16.5	15.9	4.1
Expulsions	0.4	0.1	0.3	0.2	0.1	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

OHS is on schedule with modernization. This summer 08 saw major renovations and repairs, including the roof. The work is ongoing as the 08-09 school year progresses. Demolition of 7 portables; installation of 5 temporary ones.

MacArthur Blvd improvements: new bus turnouts, new visitor parking area

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Library improvements

Oakland High is designated for a site-based Health Center to be run by Alameda County and OUSD. The Center will be all new construction and includes reception area, two exam rooms, office and a charting room, and a health education room.

School Facility Good Repair Status (School Year 2008-09)

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			New 08
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior or exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior or exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	78	70	78	2331
Without Full Credential	10	15	8	385
Teaching Outside Subject Area of Competence	0	3	2	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	25	23	0
Total Teacher Misassignments	28	23	10
Vacant Teacher Positions	0	2	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-

poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.3	9.7
All Schools in District	88.1	11.9
High-Poverty Schools in District	91.7	8.3
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	3.0	603
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0	N/A
Social Worker	3	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	8	N/A
Resource Specialist (non-teaching)	6	N/A
Other	59	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0
Mathematics	100%	0
Science	100%	0
History-Social Science	100%	0
Foreign Language	100%	0
Health	100%	0
Visual and Performing Arts	100%	0
Science Laboratory Equipment (grades 9-12)	100%	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,384	\$1,191	\$4,192	\$59,557
District	N/A	N/A	\$6,969	\$53,868
Percent Difference – School Site and District	N/A	N/A	-39.84	10.56%
State	N/A	N/A	\$5300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-20.90%	-8.38%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

This school strategically allocates its resources to support professional development for teachers and inside and outside of classroom intervention and extracurricular opportunities for students. Specifically, the school served 213 students in the after school programs, and worked with East Bay Youth Center and BayCES, and 9 part time coaches: 3 for ELA, 2 school improvement, 2 classroom management, 1 math and 1 history.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38778	\$40721
Mid-Range Teacher Salary	\$53394	\$65190
Highest Teacher Salary	\$69714	\$84151
Average Principal Salary (Elementary)	\$86673	\$104476
Average Principal Salary (Middle)	\$87127	\$108527
Average Principal Salary (High)	\$89006	\$119210
Superintendent Salary	\$240000	\$210769
Percent of Budget for Teacher Salaries	29.3 %	39.9 %
Percent of Budget for Administrative Salaries	6.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	23	25	30	28	29	33	42	43	46
Mathematics	12	12	17	29	30	34	40	40	43
Science	22	28	31	20	24	33	35	38	46
History-Social Science	11	11	15	15	17	19	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST 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
African American	13	1	14	5
American Indian or Alaska Native				
Asian	40	26	43	23
Filipino	9	9	*	*
Hispanic or Latino	16	6	24	8
Pacific Islander	24	6	*	7
White (not Hispanic)	53	19	*	*
Male	25	15	32	16
Female	32	16	31	14
Economically Disadvantaged	30	15	32	
English Learners	2	10	3	1
Students with Disabilities	0	0	0	
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School	District	State
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English	35.9	33.9	38.6	33.5	31.9	33.5	51.1	48.6	52.9
Mathematics	44.0	43.1	46.9	31.3	32.4	33.3	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 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

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	61.4	30.4	8.2	53.1	30.7	16.2
Male	67.1	27.1	5.8	53.4	31.7	14.9
Female	55.3	34.0	10.7	52.8	29.5	17.6
African American	72.3	25.7	2.0	81.8	18.2	0.0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	49.8	38.2	12.1	33.8	37.7	28.5
Filipino	*	*	*	*	*	*
Hispanic or Latino	75.3	19.5	5.2	64.5	31.6	3.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	78.1	20.4	1.5	53.3	37.6	9.1
Socioeconomically Disadvantaged	60.9	30.6	8.5	51.7	31.8	16.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	100.0	0.0	0.0	97.1	2.9	0.0

Note: Scores are not shown when the number of students tested is 10 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 Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	35.29

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	2	2	2
Similar Schools	1	1	1

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0135905

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	11	-4	30	629
African American	16	-23	27	521
American Indian or Alaska Native				
Asian	12	5	40	712
Filipino				
Hispanic or Latino	-5	8	23	550
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	3	-2	37	635
English Learners	51	-33	16	594
Students with Disabilities	-9	-25	27	375

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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 AYP criteria.

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

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	67
Percent of Schools Currently in Program Improvement	N/A	46.2

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](#) Web site.

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 site.

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 is 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 [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	3.5	3.4	3.9	4.7	7.2	10.5	3.1	3.5	4.4
Graduation Rate	67.7	71.6	65.9	61.3	64.4	66.0	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	322	1,618	N/A
African American	80	653	N/A
American Indian or Alaska Native	1	0	N/A
Asian	191	428	N/A
Filipino	0	10	N/A
Hispanic or Latino	38	366	N/A
Pacific Islander	4	19	N/A
White (not Hispanic)	4	109	N/A
Not Specified	4	29	N/A
Socioeconomically Disadvantaged	228	900	N/A
English Learners	30	127	N/A
Students with Disabilities	32	110	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Art 1
 Art Core
 Photography 1
 Photography 2

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	380
Percent of the school's pupils completing a CTE program and earning a high school diploma	84.73%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	41.4%

Courses for University of California and/or California State University Admission (School Year 2007-08)

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 at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.1
Graduates Who Completed All Courses Required for UC/CSU Admission	46.6

Advanced Placement Courses (School Year 2007-08)

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 at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	1	N/A
All courses	11	4.7

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.

Site-based and district-led professional development that focuses on improving student literacy. There are 3 full school days of professional development each year, and every Wednesday for one hour and a half.