



Oasis Community Day

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 on the SARC Web page at 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.

School Accountability Report Card

Reported for School Year 2012-13 - Published During 2013-14

I. Data and Access

DataQuest

DataQuest is an online data tool located 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. 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (2013-14 School Year)

This section provides the school's contact information.

School		District	
School Name	Oasis Community Day	District Name	Denair Unified School District
Street	3460 Lester Rd.	Phone Number	209-632-7514
City, State, Zip	Denair, CA, 95316-9502	Website	www.dusd.k12.ca.us
Phone Number	209-632-9911	Superintendent	Walt L. Hanline
Principal	Aaron Delworth	E-mail Address	walthanline@dusd.k12.ca.us

E-mail Address	adelworth@dusd.k12.ca.us	CDS Code	50-71068-0108456
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School Description and Mission Statement (2012-13 School Year)

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

The Mission of the Oasis Community High School is to provide a meaningful alternative within a comprehensive high school population for grades 9,10,11, and 12. The Community High School serves students who have been expelled or may be at risk of expulsion, referred by probation, referred by SARB, referred by the Student Success Team, or in need of credit recovery. The educational program will follow curriculum and standards that have been adopted by the Denair Unified School District. In addition to academic goals for each student, there is an emphasis in developing their resiliency skills. The Community High School provides individualized attention through smaller, more structured learning environments utilizing specific programs to address social, study, and communication skills. The Community High School places an emphasis on and integrates the Pillars of Character identified through Character Counts!

Opportunities for Parental Involvement (2012-13 School Year)

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

Contact Person Name:	Aaron Delworth	Contact Person Phone Number:	209-632-9911
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Parents are encouraged to be parent volunteers in the classroom. The school is enriched further by the generous contributions made by the Denair Lions Club and the Denair Education Foundation.

Student Enrollment by Grade Level (2012-13 School Year)

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	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	1
Grade 5	0	Grade 12	1
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2

Student Enrollment by Group (2012-13 School Year)

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	0.00%	White (not Hispanic)	0.00%
American Indian or Alaska Native	50.00%	Two or More Races	0.00%

Asian	0.00%	Socioeconomically Disadvantaged	50.00%
Filipino	0.00%	English Learners	50.00%
Hispanic or Latino	50.00%	Students with Disabilities	0.00%
Native Hawaiian or Pacific Islander	0.00%		

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	2010-11				2011-12				2012-13			
	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	4	1	0	0	4	1	0	0	7	1		
Mathematics	4	1	0	0	4	1	0	0	7	1		
Science	4	1	0	0	4	1	0	0	7	1		
Social Science	4	1	0	0	4	1	0	0	7	1		

III. School Climate

School Safety Plan (2012-13)

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

Date School Safety Plan last reviewed:	September 2013
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The safety of students and staff is a primary concern at Oasis Community High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Daily monitoring of school grounds before, during, and after school is performed by assigned staff. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering to, and exiting from school, the sexual harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates the plan annually and updates the plan as needed. The plan is reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office.

Suspensions & 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.

**Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.*

	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspension Rate	0.0%	--	--	5.0%	--	--
Expulsion Rate	0.0%	--	--	0.8%	--	--

IV. School Facilities

School Facility Conditions (2013-14 School Year)

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.

The school's facilities were built in 1968 and include 22 classrooms, a library, a staff lounge, a counseling office, a drama room, two student social areas, a dining hall, a gymnasium, and three computer labs.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Custodians and a grounds keeper ensure all classrooms and facilities are in adequate condition. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service so that emergency repairs are given the highest priority. At the time of publication, 100 percent of Denair High School's restrooms were in good working order.

Planned Improvements (2013-14 School Year)

There are no planned improvements for 2013-14 school year.

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

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	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)			X	Some rooms and restrooms need paint and some rooms need carpet. Paint planned for spring 2014. Carpet planned for summer 2014.
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			
Electrical: Electrical Systems (interior and exterior)	X			

Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			Vandalism on gas pipe, valve, and faucet. Repaired 9/2013.
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			
Structural: Structural Condition, Roofs	X			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			Gopher holes filled 9/2013.

Overall Summary of School Facility Good Repair Status (2013-14 School Year)

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

		Facility Condition			
		Exemplary	Good	Fair	Poor
Overall Summary			X		
Date of inspection:	August 19, 2013				
Completion date of inspection form:	August 19, 2013				

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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	1	1	1	97
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	0

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: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicators	School		
	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	**

Vacant Teacher Positions	0	0	**
Total Teacher Misassignments	0	0	**

** Temporary closure for 2013/2014

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2012-13 School Year)

The federal ESEA, also known as 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 Web page at <http://www.cde.ca.gov/nclb/sr/tq/>. 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 39 percent or less in the free and reduced price meals program.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

VI. Support Staff

Academic Counselors and Other Support Staff (2012-13 School Year)

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	-	-
Counselor (Social /Behavioral or Career Development)	-	--
Library Media Teacher (Librarian)	-	--
Library Media Services Staff (paraprofessional)	-	--
Psychologist	-	--
Social Worker	-	--
Nurse	-	--
Speech/Language/Hearing Specialist	-	--
Resource Specialist (non-teaching)	-	--
Other	-	--

VII. Curriculum and Instructional Materials

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

This section provides 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. Information should also be provided specifying whether these instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board.

Oasis Community High School follows the district's textbook adoption process and integrates appropriate textbooks when necessary, but the school also provides additional alternative materials to students to meet the needs of the home schooling process. The most recent textbooks as of October 2009 are illustrated in the chart.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Scott Foreman (9-12)	2004
English Language Development	Scholastic (6-12)	2011
Foreign Language	Prentice Hall (9-12)	2004
Health	Prentice Hall (9-12)	2004
History-Social Science	Prentice Hall (12)	2003,2007
History-Social Science	Prentice Hall (10-11)	2007
Language Arts	Prentice Hall (9-12)	2006
Mathematics	Prentice Hall (9-12)	2004
Mathematics	Pearson (9-12)	2012
Mathematics	McDougal Little (9-12)	2004
Science	Prentice Hall (9-12)	2005, 2007

Science	Holt, Rinehart & Winston (10-12)	2006
Science	Prentice Hall (11-12)	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned 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

Textbook Information Collection Date:	September 2013
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Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

VIII. School Finances

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

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at

<http://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: <http://www.ed-data.org>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$33,600	\$20,160	\$13,440	\$72,040
District	--	--	\$6,218	\$64,346
State	--	--	\$5,537	\$63,166
Percent Difference – School and District	--	--	+116.15%	+11.96%
Percent Difference – School and State	--	--	+142.73%	+14.05%

Types of Services Funded (2012-13 Fiscal Year)

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

- Community Day School Supplemental and Small School Funding

Teacher and Administrative Salaries (2011-12 Fiscal Year)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	\$34,120.00	\$38,578.00
Mid-Range Teacher Salary	\$57,783.00	\$59,799.00
Highest Teacher Salary	\$78,876.00	\$78,044.00
Average Principal Salary (Elementary)	\$81,576.00	\$95,442.00
Average Principal Salary (Middle)	\$71,000.00	\$98,080.00
Average Principal Salary (High)	\$85,000.00	\$106,787.00
Superintendent Salary	\$117,500.00	\$150,595.00
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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 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 the 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 or without accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. 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>.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	**	**	**	42%	43%	45%	54%	56%	55%
Mathematics	**	**	**	35%	33%	36%	49%	50%	50%
Science	**	**	**	44%	41%	46%	57%	60%	59%
Social Science	**	**	**	27%	25%	32%	48%	49%	49%

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	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	45%	36%	46%	32%
All Students at the School	**	**	**	**
Male	**	**	**	**
Female	**	**	**	**
Black or African American	**	**	**	**
American Indian or Alaska Native	**	**	**	**
Asian	**	**	**	**
Filipino	**	**	**	**
Hispanic or Latino	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**
White (not Hispanic)	**	**	**	**
Two or More Races	**	**	**	**
Socioeconomically Disadvantaged	**	**	**	**

English Learners	**	**	**	**
Students with Disabilities	**	**	**	**
Students Receiving Migrant Education Services	**	**	**	**

** 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.

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 Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov>. 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.

CAHSEE Results for All Grade 10 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	**	**	**	35.0%	34.0%	44.0%	59.0%	56.0%	57.0%
Mathematics	**	**	**	21.0%	24.0%	41.0%	56.0%	58.0%	60.0%

CAHSEE Grade 10 Results by Student Group – 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-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	56.0%	19.0%	24.0%	59.0%	34.0%	7.0%
All Students at the School	**	**	**	**	**	**
Male	**	**	**	**	**	**
Female	**	**	**	**	**	**
Black or African American	**	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**	**
Asian	**	**	**	**	**	**
Filipino	**	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**	**
White (not Hispanic)	**	**	**	**	**	**
Two or More Races	**	**	**	**	**	**

Socioeconomically Disadvantaged	**	**	**	**	**	**
English Learners	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
Students Receiving Migrant Education Services	**	**	**	**	**	**

** 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.

California Physical Fitness Test Results (School Year 2012-13)

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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**
9	**	**	**

** 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.

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 at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 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	2010	2011	2012
Statewide	--	--	--
Similar Schools	--	--	--

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.

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--

Note: In 2010, 2011, and 2012, this school had fewer than 11 valid 2011 STAR test scores. No reliable API can be calculated with so few scores

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	--	--	1,061	747	4,655,989	790
Black or African American	--	--	4	--	296,463	708
American Indian or Alaska Native	--	--	7	--	30,394	743
Asian	--	--	10	--	406,527	906
Filipino	--	--	3	--	121,054	867
Hispanic or Latino	--	--	406	729	2,438,951	744
Native Hawaiian or Pacific Islander	--	--	2	--	25,351	774
White	--	--	587	767	1,200,127	853
Two or More Races	--	--	42	662	125,025	824

Socioeconomically Disadvantaged	--	--	510	721	2,774,640	743
English Learners	--	--	232	694	1,482,316	721
Students with Disabilities	--	--	75	542	527,476	615

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 <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2012-13 School Year)

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.

	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	n/a	Yes
Graduation Rate	n/a	No

Federal Intervention Program (2013-14 School Year)

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	--	2

Percent of Schools Currently in Program Improvement	--	100.0%
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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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>

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/admission/admission.shtml>

Dropout Rate and Graduation Rate

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. For more information, please visit <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.00%	0.00%	--	10.30%	12.50%	21.20%	16.60%	14.70%	13.10%
Graduation Rate	100.00%	--	--	81.61%	77.98%	67.12%	74.72%	77.14%	78.73%

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Completion of High School Graduation Requirements		
	School	District	State
All Students at the School	--	165	418,598
Black or African American	--	1	28,078
American Indian or Alaska Native	--	5	3,123
Asian	--	1	41,700

Filipino	--	--	12,745
Hispanic or Latino	--	67	193,516
Native Hawaiian or Pacific Islander	--	--	2,585
White (not Hispanic)	--	88	127,801
Two or More Races	--	3	6,790
Socioeconomically Disadvantaged	--	10	217,915
English Learners	--	37	93,297
Students with Disabilities	--	81	31,683

Career Technical Education Programs (2012-13 School Year)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

No career technical information is available.

Career Technical Education Participation (2012-13 School Year)

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

Indicator	
Number of pupils participating in CTE	--
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

Courses for University of California and/or California State University Admission (2011-12 and 2012-13 School Years)

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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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

Advanced Placement Courses (2012-13 School Year)

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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Advanced Placement Courses
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	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	--	--
Fine and Performing Arts	--	--
Foreign Language	--	--
Mathematics	--	--
Science	--	--
Social Science	--	--
All Courses	--	--

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.

Professional Development Days

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

Indicator	Professional Development Days		
	2010-11	2011-12	2012-13
Annual number of school days dedicated to staff development	2	2	2