



# Oceanside High School

1 Pirates Cove • Oceanside CA, 92054 • (760) 722-8201 • Grades 9-12

Chris Hurst, Principal

chris.hurst@oside.us

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Oceanside Unified School District

2111 Mission Avenue  
Oceanside CA, 92058  
(760) 966-4000  
www.oside.us

#### District Governing Board

Janet Bledsoe Lacey, President  
Dr. Adrienne Hakes, Vice President  
Emily Ortiz Wichmann, Clerk  
Lillian Adams, Member  
Mike Blessing, Member

#### District Administration

Mr. Larry Perondi  
**Superintendent**

Dr. Luis Ibarra  
**Associate Superintendent of  
Business**

Dr. Duane Coleman  
**Associate Superintendent  
Educational Services**

Dr. Shelly Morr  
**Associate Superintendent of  
Human Resources**

### 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 2012-13 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/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (760) 722-8201.

### School Description

Oceanside High School (OHS) has worked very hard to raise the academic standards and performance of our students. In 2002, our base API was 596. In 2012, our base API was 772. This is an increase of 176 points within a 10-year period. Additionally, our Similar Schools Ranking in 2002 was a 9. In 2012, our Similar Schools Ranking was a 10. Our API has risen over 150 points in ten years. In 2004 we opened the enrollment in Advanced Placement (AP) classes to all students. Since then the number of AP exams taken has more than doubled from 366 in 2003 to 830 last year. OHS continues to be named one of Newsweek's top American high schools in the nation based on our high academic standards.

Oceanside High School has implemented a mandatory tutoring program entitled, "All Pirates Pass". Students who are not meeting the California State Standards on the common formative assessments, given every three weeks in core content areas, are assigned mandatory after school tutoring. In the tutoring session, students are re-taught the needed standards and then reassessed, and are given full grade replacement. With the implementation of "All Pirates Pass", we have seen a significant reduction schoolwide, in the number of D's and F's.

The mission of Oceanside High School is to ensure every member of the school community is achieving in the challenging and comprehensive environment as determined by state and district standards. Support systems will ensure student's maximum preparation for their post-secondary pursuits.

Oceanside High School is a proactive family committed to engaging, relevant, and collaborative learning that challenges our community to become powerful contributors who flourish in a global society.

### Opportunities for Parental Involvement

Oceanside High School has an active PTSO as well as booster organizations for athletics, the marching band, and our choral music program. Our school's annual plan and some budget approvals are made by our School Site Council, which always includes parents, teachers, students, and administrators. Parents also serve as members of our English Language Advisory Committee, which oversees the budget for our English Learner program. Additionally, we use a computer program called School Loop, whereby parents can log on and check their children's assignments and grades. We encourage parents who are interested in learning more about volunteer opportunities to contact the school office at (760) 722-8201.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	587
Gr. 10	551
Gr. 11	555
Gr. 12	558
<b>Total</b>	<b>2,254</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	8.2
<b>American Indian or Alaska Native</b>	0.4
<b>Asian</b>	1.3
<b>Filipino</b>	2.4
<b>Hispanic or Latino</b>	62.9
<b>Native Hawaiian/Pacific Islander</b>	2.6
<b>White</b>	21.6
<b>Two or More Races</b>	0.5
<b>Socioeconomically Disadvantaged</b>	68.2
<b>English Learners</b>	32.5
<b>Students with Disabilities</b>	10.7

### 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.

We employ a full-time school resource officer through the Oceanside Police Department as well as one campus safety officer and eight full-time campus supervision assistants. Our administrators and staff assist with supervising school grounds. We provide security and supervision at all school events. We maintain a closed campus and require all visitors to register with the office. We review and modify our school safety plan and provide staff training in conjunction with the police department. Our school safety plan is revised annually.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
<b>Other</b>			2			12						
<b>English</b>	25.5	16.2	18	36	95	69	11	14	10	50	39	45
<b>Math</b>	28.2	23.9	29	21	36	25	9	3	12	43	45	40
<b>Science</b>	27.2	23.3	24	14	27	27	5	0	9	28	30	26
<b>SS</b>	23.6	16.4	27	24	50	25	4	10	6	28	23	35

\* 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			
Schoolwide	10-11	11-12	12-13
<b>Suspensions Rate</b>	48.69	23	7.87
<b>Expulsions Rate</b>	0.91	1	0.18
Districtwide	10-11	11-12	12-13
<b>Suspensions Rate</b>	39.16	5	8.14
<b>Expulsions Rate</b>	0.51	0	0.17

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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: 10/07/2013

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

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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	99	86	84
Without Full Credential	0	2	0
Teaching Outside Subject Area		2	2
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	84
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	0
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.

Oceanside High School teachers work collaboratively in ongoing processes of collective inquiry and action research in order to enhance student learning. PLCs meet each Monday from 7:00 A.M. – 7:50 A.M.

OHS Professional Learning Communities (PLC's) are comprised of content area teams which work together to focus on these three "Big Ideas":

1. Ensuring that students will learn
2. Continuing a culture of collaboration
3. Focusing on results

The expectation is that PLC team time is to be used to move thinking around curriculum and instruction, teaching, and learning. In order to ensure that time is maximized during PLC time, the following is to be in place:

1. Each team has a facilitator to ensure that agreed upon objectives and agendas are produced for the team.
2. Each person has a recorder of minutes to document happenings, outcomes and next steps of each meeting. Teams may add roles as needed. Team members can switch responsibilities "if they choose" in order that all members of the team grow in their ability to lead team efforts.
3. All PLC Minutes are to be documented and emailed to department members and administration within 24 hours of the meeting.
4. PLC's will participate in an ongoing process of identifying the current level of student achievement through the review of formative and summative data, establishing goals to improve, monitoring student progress, and working together to achieve these goals.

Since teachers believe all students can learn, teachers begin by asking these four critical questions of learning:

1. What is it PLCs expect them to learn?
2. How will teachers know when they have learned it?
3. How will teachers respond when they do not learn?
4. How will teachers respond when they already know it?

In PLC's, these questions guide the conversations of the entire staff, the collaborative teams, and the day-to-day work of teachers in every classroom. PLC members are encouraged to reflect on how they answer these questions for each lesson plan.

PLC norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify how they will work together to achieve their shared goals.

Examples of team norms are as follows:

- Maintain a positive tone in our meetings.
- Avoid complaining about a problem unless a solution is offered.
- Begin and end our meetings on time and stay fully engaged throughout each meeting.
- Contribute equally to the workload of the team.
- Listen respectfully and consider matters from another's perspective.

## 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/](http://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
<b>This School</b>	98.7	1.3
Districtwide		
<b>All Schools</b>	99.6	0.4
<b>High-Poverty Schools</b>	99.6	0.4
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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	3.83
Social/Behavioral or Career Development Counselor	4.17
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	2.30
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	6.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	310

\* 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 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,525	\$2,899	\$5,626	\$73,874
District	♦	♦	\$5,573	\$74,078
State	♦	♦	\$8,382	\$68,841
Percent Difference: School Site/District			1.0	-0.3
Percent Difference: School Site/ State			-32.9	7.3

\* 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/](http://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/](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: [www.ed-data.org](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

All Pirates Pass (APP)

APP is an after-school tutoring program in existence for two years that currently serves up to five-hundred students daily. The students are provided support for English 9, English 10, algebra, geometry and biology. APP has proven to be one of the school's most important intervention programs. It has replaced Extended Learning Homeroom (ELH) which also targeted the D/F rates. APP requires the student to attend tutoring for one hour, Monday through Thursday for three weeks. Those students who receive a D or F on a common formative assessment are automatically assigned to tutoring. At the end of this time, the student has the option to re-take the assessment for a better grade. Teachers use Edusoft software to score and record student responses for every CFA including APP retakes. Currently APP employs eight Oxford tutors, ten certificated teachers, and two Special Education teachers.

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

Year and month in which data were collected: 08/2013

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts Series, Year Adopted 2004
Mathematics	McDougal Littell Algebra 1 Concept & Skills, Year Adopted 2001 McDougal Littell Geometry, Years Adopted 2001 McDougal Littell Algebra 2, Years Adopted 2007 UC Davis College Prep. Mathematics (Courses 1, 2, & 3), Year Adopted 2000
Science	Glencoe Physics: Principles and Problems, Year Adopted 2005 McDougal Littell World of Chemistry, Year Adopted 2005 Prentice Hall Biology, Year Adopted 2005
History-Social Science	Glencoe/ McGraw-Hill Economics: Principles & Practices, Year Adopted 2006 Glencoe/McGraw-Hill The American Vision (US), Year Adopted 2006 Glencoe/McGraw-Hill World History, Year Adopted 2006 Glencoe/McGraw-Hill Government, Year Adopted 2006

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,128	\$40,933
Mid-Range Teacher Salary	\$66,243	\$65,087
Highest Teacher Salary	\$87,318	\$84,436
Average Principal Salary (ES)	\$113,119	\$106,715
Average Principal Salary (MS)	\$115,308	\$111,205
Average Principal Salary (HS)	\$121,478	\$120,506
Superintendent Salary	\$240,259	\$207,812
Percent of District Budget		
Teacher Salaries	41.7%	39.8%
Administrative Salaries	4.2%	5.1%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	41	48	47	51	54	52	54	56	55
Math	35	34	38	51	53	53	49	50	50
Science	42	50	55	53	54	55	57	60	59
H-SS	46	50	44	49	49	47	48	49	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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	53	55	47
All Student at the School	47	38	55	44
Male	43	38	59	49
Female	51	39	52	37
Black or African American	45	33	51	46
American Indian or Alaska Native				
Asian	50	67		
Filipino	57	57	77	59
Hispanic or Latino	40	35	49	37
Native Hawaiian/Pacific Islander	34	26	27	35
White	67	47	76	63
Two or More Races	72	59		62
Socioeconomically Disadvantaged	42	35	49	37
English Learners	4	11	15	4
Students with Disabilities	13	14	27	13
Students Receiving Migrant Education Services	26	23	42	38

#### 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/](http://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	24.3	24.1	31.9

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### 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/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	25	-9
Black or African American		74	-41
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	23	-5
Native Hawaiian/Pacific Islander			
White	-1	20	-4
Two or More Races			
Socioeconomically Disadvantaged	-5	25	-4
English Learners	5	10	-26
Students with Disabilities	-15	-6	4

### 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	2010	2011	2012
Statewide	6	5	6
Similar Schools	9	9	10

### Federal Intervention Program (School Year 2013-14)

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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	21	
Percent of Schools Currently in Program Improvement	95.5	

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,506	13,691	4,655,989
	API-G	763	787	790
Black or African American	Students	129	903	296,463
	API-G	761	760	708
American Indian or Alaska Native	Students	8	71	30,394
	API-G		829	743
Asian	Students	13	303	406,527
	API-G	834	910	906
Filipino	Students	28	465	121,054
	API-G	850	860	867
Hispanic or Latino	Students	959	7,789	2,438,951
	API-G	737	746	744
Native Hawaiian/Pacific Islander	Students	35	314	25,351
	API-G	718	787	774
White	Students	317	3,519	1,200,127
	API-G	829	861	853
Two or More Races	Students	14	275	125,025
	API-G	813	817	824
Socioeconomically Disadvantaged	Students	1,057	9,134	2,774,640
	API-G	740	749	743
English Learners	Students	462	4,199	1,482,316
	API-G	643	676	721
Students with Disabilities	Students	167	1,846	527,476
	API-G	491	577	615

### 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/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
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/](http://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](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	514	1,367	418,598
Black or African American	41	123	28,078
American Indian or Alaska Native	1	6	3,123
Asian	10	26	41,700
Filipino	14	54	12,745
Hispanic or Latino	314	758	193,516
Native Hawaiian/Pacific Islander	16	39	2,585
White	116	347	127,801
Two or More Races		9	6,790
Socioeconomically Disadvantaged	35	128	31,683
English Learners	162	373	93,297
Students with Disabilities	282	710	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	12.00	12.70	11.80
Graduation Rate	86.14	78.45	79.87
Districtwide			
Dropout Rate (1-year)	11.50	11.40	9.00
Graduation Rate	87.41	81.77	84.10
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* 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/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	56	53	55
Mathematics	57	61	63
Districtwide			
English-Language Arts	60	54	59
Mathematics	60	59	67
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	5	---
Science	6	---
Social Science	6	---
All courses	26	7.2

\* 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	41	26	34	33	39	28
All Students at the School	45	28	28	37	38	25
Male	47	28	26	32	39	29
Female	42	28	29	44	37	20
Black or African American	43	24	33	38	36	26
American Indian or Alaska Native						
Asian						
Filipino	38	31	31	15	46	38
Hispanic or Latino	51	27	22	42	37	22
Native Hawaiian/Pacific Islander	56	44		56	44	
White	30	28	42	27	42	31
Two or More Races						
Socioeconomically Disadvantaged	50	28	22	41	38	21
English Learners	98	2		87	9	4
Students with Disabilities	91	9		84	9	7
Students Receiving Migrant Education Services	67	25	8	62	31	8

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

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	72.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	22.4

**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

**F/G - PRACTICAL ARTS**

**COMPUTER APPLICATIONS – ROP**

Course #: G7210 9-12

Prerequisite: None

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: NO

This course provides entry level training in the computer field. The following areas of instruction are covered: Fundamentals of Windows; Microsoft Word, Excel, Access, and PowerPoint. The second semester will incorporate intermediate and advanced level Word, Excel, Access, and PowerPoint. (Office 2010 – Articulated with Mira Costa College for 3 credits)

#### INTRODUCTION TO COMPUTER PROGRAMMING – ROP

Course #: G7210 9-12

Prerequisite: None

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: NO

This course is designed to teach students the fundamentals of computer programming. Topics covered include variables and data types, methods, decision structures and loops. The emphasis is on structured and object-oriented programming methodology. This course is linked with AP Computer Science A.

#### AP COMPUTER SCIENCE A

Course #: G7210 9-12

Prerequisite: None

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: NO

This course is designed to build upon the fundamentals of computer programming. The emphasis is on object-oriented programming methodology, problem solving and algorithm development, and is equivalent to a first-semester college course in Computer Science. Topics include arrays, recursion, inheritance, sorting and searching algorithms, and a case study of a complex program.

#### ELECTRICAL CIRCUITS AND MICROCONTROLLERS

Course #: G7336 10-12

Prerequisite: ALGEBRA I, PHYSICS

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: NO

In Electrical Circuits and Microcontrollers students will build, test, and troubleshoot electrical power and signaling circuits commonly used in building construction and electronics. Students will also gain experience using computers and basic programming to control devices. Understanding of physical science principles will be reinforced through application of these principles with labs and student projects. Labs will utilize tools, materials, and electrical devices to install real-world electrical circuits. The course will culminate with a student-designed project using microcontrollers to demonstrate application of learned electrical concepts. Students will be expected to apply the concepts they learned in Physics and Algebra I in this course. Analytical thinking and quantitative problem solving ability is important for success.

#### GRAPHIC DESIGN – ROP

Course #: F6362 10-12

Prerequisite: Computer Application class or experience with Windows and Microsoft Office

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: YES/F

Articulated with: Palomar College (GCIP 140)

This course provides entry and intermediate level training in computer graphics and design. Some modules can include advanced training and/or specialized curriculums in animation. Students learn basic computer operation, terminology, peripheral use, and file management/integration. The creative and technical process of project management is taught with an emphasis on concept-to-completion planning.

#### PHOTOGRAPHIC IMAGING A/B/C/D (ROP)

Course #: F6570/F6571/F6572/F6573 10-12

Prerequisite: None

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: YES/F

Canon and Nikon digital cameras are used for class photo assignments on campus. Use the world's leading image manipulation program, Adobe Photoshop CS6, to change, adjust and collage your photos into stunning digital communications. Photo Assignments include Macro, Portrait, Product and Advertising, Sports, Re-Touching, Humor, Architecture, HRD and more. Students' award winning work is shown at the annual San Diego County Fair, Oceanside Public Library, on the school website and elsewhere. Class requirements: Basic computer skills, the self discipline to manage your distractions and the work ethic to focus and successfully complete hands-on project based assignments. Students earning a B or higher in both semesters earn 3 transferable elective units at Palomar College. For more information see <http://ohs.oside.us/digitalstudio>

#### 3D COMPUTER ANIMATION - ROP

Course #: F6360 10-12

Prerequisite: Computer Application class or experience with Windows and Microsoft Office Suite

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: YES/F

From CSI to sports, education, medicine, law, entertainment, etc ... ANIMATION is EVERYWHERE! In this class you team up with others who enjoy learning how to apply creativity to the basics of animation. You create creature heads, chess pieces, logos, text, sound, explosions, story boards, movies and much more... all moving to the rhythm and design you envision and then create using one of Hollywood's choices for animation - AutoDesk 3ds Max. And... you receive a free 36 month license for 3ds Max 10 a \$6500 value! Class requirements: Basic computer skills, the self discipline to manage your distractions and the work ethic to focus and successfully complete hands-on project based assignments. For more information see <http://ohs.oside.us/digitalstudio>

#### WEB DESIGN - ROP

Course #: G7518 10-12

Prerequisite: Computer Application class or experience with Windows and Microsoft Office Suite

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: NO

Articulated with: Palomar College (GCMW 102)

Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services and Web publishing. Using Web Design software, students will create a personal site, test the site and register the site. Students will complete a special interest project and make a presentation to the class.

#### TV, VIDEO & DIGITAL MEDIA – ROP

Course #: G7520 11-12

Prerequisite: Teacher Consent

Credit for Graduation: PERFORMING ARTS

A-G Approval/Subject Area: YES/G

Articulated with: Palomar College (RTV 120)

This course provides entry-level and intermediate training in the creation of video programming, television programming, and the operation of television & video equipment. As part of the OHS Digital Studio, students have the opportunity to work on several editing platforms, with high quality video and audio equipment, and in professional environments on and off campus.

#### INTRODUCTION TO CRIMINOLOGY & JUSTICE - ROP

Course #: A1520 10-12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: YES/G

This is an introductory course which leads students to a study of either the legal field or law enforcement. Students will learn the foundations of our modern justice system and obtain a basic understanding of criminal procedures, from both the legal standpoint and from an enforcement standpoint. Students learn basic police procedures leading up to a trial, the trial and conviction process, and the basics of our corrections system. Activities include mock crime scene analysis, mock trials, and tours of police stations, correctional facilities, and the County Medical Examiner's Office.

#### INTRODUCTION TO LAW - ROP

Course #: 10-12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: NO

This class provides students with a basis for understanding the American political and legal systems, with a focus on legal ideas and the legal process, how the law works and the policies that underlie it. Students learn substantive issues of law, democracy, and human rights through strategies that promote problem solving, critical thinking, cooperative learning, improved communication, and conflict resolution. In addition, students participate in moot court and mock trial by assuming the roles of trial attorneys for both the prosecution and defense. By studying a case and preparing strategies and argument for trial, students develop their analytical and critical thinking skills as well as their oral presentation and teamwork skills. Engaging in analytical reading and writing as well as lively debate helps prepare students for further studies at the post-secondary level.

#### LAW ENFORCEMENT CAREERS - ROP

Course #: 10-12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: NO

This course introduces students to the field of law enforcement, criminal justice and police science. Students will become familiar with the structure and organization of the criminal justice system in California and gain knowledge of basic police procedures, regulations, responsibilities, and Police Office Standards and Training (POST) standards. Included is a brief overview of law and penal code, laws of arrest, search and seizure guidelines, patrol and investigation procedures, and emergency response, along with field trips to police stations and courtrooms. Emphasis is placed on developing awareness of citizens' rights and responsibilities, the realities of police work and the positive role of law enforcement in the community.

#### DEVELOPMENTAL PSYCHOLOGY OF CHILDREN A/B/C/D- ROP

Course #: G7314/G7315/G7420/G7421 9-12

Prerequisite: None

Credit for Graduation: PRACTICAL ARTS

A-G Approval/Subject Area: YES/G

Articulated with: Mira Costa College (CHLD 299)

This course provides a comprehensive study of the developmental stages of children from conception through early adolescence. It includes theories, research, and applied strategies related to development: hereditary, environmental, cultural, and socio-economic factors that influence human behavior and abilities are also addressed. This course focuses on major psychological theories of development, biological stages of development, and cognitive theories of development. In the second year, the course also includes field practicum (off campus in community schools) experiences for observation, interaction, investigation, and application of behavioral and learning theories presented. To earn college credit, all four semesters must be successfully completed.

PRACTICAL ARTS ~ Health Careers Academy

HEALTH ESSENTIALS/CONTEMPORARY LIVING 9-12

Prerequisite: H8140 None

Credit for Graduation: Meets Health Competency Requirement

Meets a UC/CSU Requirement: NO

This course teaches contemporary issues confronting teenagers. The primary purpose of the course is to focus on the student's personal and social responsibilities and survival skills. The course includes decision-making skills, risk-taking behaviors, family life, personal development, health knowledge and awareness. This course is consistent with the State Health Framework and OUSD approved Family Life Sex Education curriculum.

\*See page 31 for information regarding HIV/Aids on-line requirement.

MEDICAL ASSISTING ADMINISTRATIVE – ROP

Course #: G7530/G7531 10-12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: NO

Topics include: history and development of medicine and medical careers, the role of administrative medical assistant, professional organizations, communication and interpersonal relationships, medical law and ethics, patient interaction, medical records, billing, answering phones, scheduling appointments, cultural awareness. Students earning a grade of "B" or above receive Mira Costa College elective credit (3 credits).

MEDICAL TERMINOLOGY – ROP

Course #: G7538/G7539 11-12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: NO

Students receive instruction in medical terminology through the means of prefixes, root words and suffixes. Diseases and conditions are related to their appropriate body systems, body structure and functions are discussed.

MEDICAL ASSISTING CLINICAL – ROP

Course #: G7532/G7533 12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: NO

This course will introduce the students to the basic anatomy and physiology of the human body. It is designed for students who are preparing for a career in the allied health field. This course also includes a clinical component where students will practice skills including vital signs, injection techniques, venipuncture and EKG skills.

MEDICAL OCCUPATIONS/FIRST RESPONDER – ROP

Course #: G7536/G7537 12

Prerequisite: None

Credit for Graduation: ELECTIVE

A-G Approval/Subject Area: NO

This course is for students interested in Fire Fighter, Paramedic, EMT, Doctor, Nurse, Sports Medicine, Life Guarding, medical transcription, hospital admissions, ER clerk, or scheduling and medical records. Red Cross certified. Also includes job skills, community service roles, and career exploration.