



# Oceanside High School

1 Pirates Cove • Oceanside CA, 92054 • (760) 901-8200 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Oceanside Unified School District

2111 Mission Avenue  
Oceanside CA, 92058  
(760) 966-4000  
[www.oside.us](http://www.oside.us)

#### District Governing Board

Emily Ortiz Wichmann, President

Mike Blessing, Vice President

Dr. Adrienne Hakes, Clerk

Robert "Camo" Gleisberg, Member

Ann Corwin, Member

#### District Administration

Duane Coleman, Ed.D.  
**Superintendent**

Chris Wright

**Associate Superintendent of Business**

Chris Hurst, Ed.D.

**Associate Superintendent  
Educational Services**

Cheri Sanders

**Associate Superintendent of Human  
Resources**

### 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.

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.

## 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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 901-8200.

### 2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	601
Gr. 10	580
Gr. 11	506
Gr. 12	545
<b>Total</b>	<b>2,232</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	2.1
Hispanic or Latino	62.4
Native Hawaiian/Pacific Islander	2.7
White	21.3
Two or More Races	0.9
Socioeconomically Disadvantaged	69.0
English Learners	8.4
Students with Disabilities	12.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Oceanside High School	12-13	13-14	14-15
<b>Fully Credentialed</b>	84	86	84
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	2	2	2
Oceanside Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	84
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at this School

Oceanside High School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	2

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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>	99.73	0.27
Districtwide		
<b>All Schools</b>	90.40	9.60
<b>High-Poverty Schools</b>	90.20	9.80
<b>Low-Poverty Schools</b>	97.10	2.90

\* 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

Inventory conducted September 2013

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 08/2013**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Holt Literature and Language Arts Series, Year Adopted 2004
<b>Mathematics</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	McDougal Littell Algebra 1 Concept & Skills, Adopted 2001 McDougal Littell Geometry, Year Adopted 2001 McDougal Littell Algebra 2, Year Adopted 2007 Math Vision Project: HS Course I Integrated: Year Adopted 2014
<b>Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Glencoe Physics: Principles and Problems, Year Adopted 2005 McDougal Littell World of Chemistry, Year Adopted 2005 Prentice Hall Biology, Year Adopted 2005
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Glencoe/ McGraw-Hill Economics: Principles & Practices, 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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 09/22/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Rm 27: AC IS NOT WORKING
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Rm 107: WATER STAINS CEILING TILES Rm 112: WATER STAIN CEILING TILE ABOVE WINDOWS Storage: WATER STAIN CEILING TILES Rm 210: WATER STAIN CEILING TILES Rm 304: CEILING TILES ARE LOOSE TOWARDS RM 303 @ ENTRY P Bldg/Gym: WATER STAINS CEILING TILES IN LOBBY AREA @ GIRLS RR Girls Locker Rm : SKY LIGHT @ WEST ENTRY LOOKS LOOSE POSSIBLE WATER DAMAGE Rm 26: WAND ON BLIND IS MISSING/ RUBBER BASE BOARD WEST WALL IS MISSING Rm 37: CEILING TILES ARE STAINED Rm 34: RUBBER BASEBOARD IS MISSING ON SOUTH WALL Rm 19: WATER STAINS CEILING TILES Rm 4: CARPET HAS WAVES/ TRIP HAZARD Rm 2: WATER STAINS CEILING TILES Rm 7: CARPET HAS WAVES/ TRIP HAZARD Rm 6: WATER STAINS CEILING TILES Rm 9: BLINDS ARE IN POOR CONDITION Rm 136: CEILING TILES ARE ATAINED ABOVE OVERHEAD
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Rm 302: ANTS ARE APPARENT IN LAB AREA

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 09/22/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	IDF Storage: LIGHT DIFFUSER COVER IS MISSING Rm 46: 1 OUTLET IS MISSING/ 1 OUTLET IS LOOSE Rm 24: TEACHER CLAIMS LIGHT SENSOR DOES NOT STAY ON VERY LONG B Bld Woman's RR: LIGHTS NOT WORKING IN HALLWAY
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	L2: EMERGENCY EYE WASH IS NOT HOOKED IN TO A DRAIN
<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]	[ ]	[ ]	Rm 107: EAST DOOR WILL NOT CLOSE CORRECTLY P Bldg/Gym: WINDOW IS CRACKED @ CEILING
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
<b>Science</b>	50	55	53	54	55	55	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**STAR Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	41	48	47	51	54	52	54	56	55
<b>Math</b>	35	34	38	51	53	53	49	50	50
<b>HSS</b>	46	50	44	49	49	47	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated 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.

**Academic Performance Index Ranks - Three-Year Comparison**

<b>API Rank</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Statewide	5	6	6
Similar Schools	9	10	9

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

<b>Grade Level</b>	<b>2013-14 Percent of Students Meeting Fitness Standards</b>		
	<b>4 of 6</b>	<b>5 of 6</b>	<b>6 of 6</b>
9	23.2	21.0	32.7

\* Percentages are not calculated 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.

**2013-14 CAASPP Results by Student Group**

<b>Group</b>	<b>Percent of Students Scoring at Proficient or Advanced</b>
	<b>Science (grades 5, 8, and 10)</b>
All Students in the LEA	55
All Student at the School	53
Male	56
Female	50
Black or African American	50
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	
White	77
Two or More Races	91
Socioeconomically Disadvantaged	48
English Learners	12
Students with Disabilities	19
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### 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	12

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### 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.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety 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.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	13.2	6.4	6.8
Expulsions Rate	0.6	0.2	0.1
District	11-12	12-13	13-14
Suspensions Rate	7.3	5.3	5.3
Expulsions Rate	0.2	0.2	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
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	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7.5
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	3.50
Social Worker	0.0
Nurse	.50
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	296

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Other		2			12							
English	16.2	19	21	95	69	59	14	10	6	39	45	45
Math	23.9	29	25	36	25	30	3	12	15	45	40	39
Science	23.3	24	23	27	27	27	0	9	11	30	26	23
SS	16.4	27	25	50	25	25	10	6	10	23	35	34

\* 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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,216	\$41,318
Mid-Range Teacher Salary	\$68,084	\$65,615
Highest Teacher Salary	\$89,745	\$84,981
Average Principal Salary (ES)	\$117,979	\$107,624
Average Principal Salary (MS)	\$124,291	\$112,817
Average Principal Salary (HS)	\$135,421	\$121,455
Superintendent Salary	\$271,059	\$206,292
Percent of District Budget		
Teacher Salaries	41	40
Administrative Salaries	4	5

\* 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/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,165	\$2,878	\$6,287	\$80,761
District	♦	♦	\$5,969	\$76,328
State	♦	♦	\$4,690	\$69,360
<b>Percent Difference: School Site/District</b>			5.3	5.8
<b>Percent Difference: School Site/ State</b>			34.1	16.4

**Types of Services Funded at Oceanside High School**

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.

**Professional Development provided for Teachers at Oceanside High School**

**Staff Development**

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.



**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	28	28	33	42	25
All Students at the School	48	29	23	37	42	20
Male	53	28	19	39	39	21
Female	43	30	28	35	45	19
Black or African American	63	21	16	61	30	9
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	54	28	18	41	43	16
Native Hawaiian/Pacific Islander						
White	22	35	43	19	41	40
Two or More Races	23	23	54	25	33	42
Socioeconomically Disadvantaged	53	29	18	41	43	16
English Learners	92	6	2	83	15	2
Students with Disabilities	90	6	4	91	8	2
Students Receiving Migrant Education Services						

\* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Oceanside High School	2011-12	2012-13	2013-14
English-Language Arts	53	55	52
Mathematics	61	63	63
Oceanside Unified School District	2011-12	2012-13	2013-14
English-Language Arts	54	59	40
Mathematics	59	67	47
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* Percentages are not calculated 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	85.48	85.83	84.56
Black or African American	88.64	88.03	75.90
American Indian or Alaska Native	100.00	70.00	77.82
Asian	84.62	91.67	92.94
Filipino	77.27	87.84	92.20
Hispanic or Latino	84.27	83.33	80.83
Native Hawaiian/Pacific Islander	89.47	84.48	84.06
White	89.17	90.33	90.15
Two or More Races	0.00	85.71	89.03
Socioeconomically Disadvantaged	83.63	81.96	82.58
English Learners	30.65	40.43	53.68
Students with Disabilities	68.25	74.84	60.31

Dropout Rate and Graduation Rate			
<b>Oceanside High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	12.7	11.8	5.8
Graduation Rate	78.45	79.87	84.14
<b>Oceanside Unified School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	11.4	9.1	6.6
Graduation Rate	81.77	83.99	87.00
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	5	♦
Science	5	♦
Social Science	14	♦
<b>All courses</b>	<b>35</b>	<b>0.6</b>

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	72.07
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	27.46

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	835
% of pupils completing a CTE program and earning a high school diploma	97.28
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

#### Career Technical Education Programs

Arts, Media & Entertainment/Design, Visual & Media Arts. Education, Child Development & Family Services/Child Development, Family & Human Services. Engineering & Architecture/Engineering Design. Health Sciences & Medical Technology/Patient Care. Information & Communication Technologies/Software & Systems Development. Public Services/Public Safety.