

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Oak Grove High	<b>District Name</b>	East Side Union High
<b>Principal</b>	Dr. Geraldine C. Forte'	<b>Superintendent</b>	Dr. Esperanza Zendejas
<b>Street</b>	285 Blossom Hill Rd.	<b>Street</b>	830 N. Capitol Ave.
<b>City, State, Zip</b>	San Jose, CA 95123-2048	<b>City, State, Zip</b>	San Jose, CA 95133-1316
<b>Phone Number</b>	(408) 347-6510	<b>Phone Number</b>	(408) 347-5000
<b>FAX Number</b>	(408) 347-6515	<b>FAX Number</b>	
<b>Web Site</b>		<b>Web Site</b>	
<b>E-mail Address</b>	forteg@esuhsd.org	<b>E-mail Address</b>	
<b>CDS Code</b>	43-69427-4335204	<b>SARC Contact</b>	

## School Description and Mission Statement

Oak Grove High School is a comprehensive public high school (grades 9-12) with 124 teachers on the staff of which approximately 88% are fully credentialed. Established in 1967, Oak Grove High School occupies forty-three acres of land in South San Jose. In the past six years, Oak Grove was designated as a California Distinguished School and was a former Bay Area School Reform Collaborative (BASRC) Leadership School.

Major demographic and boundary changes have had a significant impact upon the socioeconomic composition of the school's attendance area. Once populated by a preponderance of single-family dwellings, the current attendance area is primarily composed of multiple-family dwellings of low to middle income. One result of this change in demographics is a sharp increase in the number of English Language Learners on campus; thus, an increase in ELL and sheltered class enrollment. Another outcome is a startling 33% mobility rate in the student population. Oak Grove has an extremely diverse student population with over thirty-seven major languages represented. Spanish and Vietnamese are the primary languages other than English.

The rich cultural diversity on this campus inspires much of the school's ongoing academic development, innovation, and community participation. It also creates a rich, multifaceted environment that permeates every aspect of Oak Grove High School. As an outgrowth of this community spirit, Oak Grove students, parents, staff, community partners, business partners, and post-secondary partners not only support Oak Grove activities, but also participate in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, Oak Grove High School strives hard to be a community collaborative.

The Mission of Oak Grove High School is to provide a safe, caring learning environment where students achieve the academic, aesthetic, personal and social development required to become life-long learners, pursue post-secondary education, compete in a changing job market, and participate in a multicultural and democratic society.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Contact Person Phone Number</b>
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## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	667
Grade 1	0	Grade 10	684
Grade 2	0	Grade 11	668
Grade 3	0	Grade 12	585
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	2604

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	229	8.8	Hispanic or Latino	929	35.7
American Indian or Alaska Native	20	0.8	Pacific Islander	25	1.0
Asian	627	24.1	White (Not Hispanic)	659	25.3
Filipino	114	4.4	Multiple or No Response	1	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff
May 2005	May 23, 2005

### School Programs and Practices that Promote a Positive Learning Environment

?????Homework Clinic  
 ?????Academic Volunteer Mentor Services  
 ?????Understanding by Design (school-wide focus)

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions						
Rate of Suspensions						

Number of Expulsions							
Rate of Expulsions							

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The Oak Grove High School campus is a beautiful campus that is well maintained. In June of 2005, the football field will undergo renovation.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	31	35	33	30	31	33	32	35	36
Mathematics	15	16	14	15	17	16	31	35	34
Science	40	20	19	31	21	20	30	27	25
History-Social Science	21	24	29	21	25	27	28	28	29

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	24	31	47	42	19	24	43
Mathematics	4	0	27	13	5	5	17
Science	12		27	18	7	19	27
History-Social Science	17		43	32	15		37

### CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	29	38	8	29	34	4	36	16
Mathematics	15	12	8	15	14	2	15	7

Science	20	18	3	12	20	2	19	0
History-Social Science	30	27	11	28	29	4	31	17

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	49	49	---	46	47	---	43	43
Mathematics	---	54	54	---	51	53	---	50	51

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	38	36	64	63	33	38	58
Mathematics	38	29	75	65	37	24	65

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	44	55	24	43	51	9	53	33
Mathematics	54	55	34	53	54	13	58	50

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.8	26.7	22.9

7							29.1	31.3	27.0
9	21.1	16.0	26.2	28.1	26.7	29.5	26.3	25.3	27.2

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	97	97	Percent Tested	97	97	96
API Base Score	637	624	643	API Growth Score	632	639	667
Growth Target	8	9	8	Actual Growth	-5		
Statewide Rank	6	5	5		15		
Similar Schools Rank	2	1	2		24		

## API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score	553	572	574	API Growth Score	566	576	611
Growth Target	6	7	6	Actual Growth	13	4	37
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score	689	714	737	API Growth Score	730	720	760
Growth Target	6	7	6	Actual Growth	41	6	23

Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	557	513	551	API Growth Score	515	550	580
Growth Target	6	7	6	Actual Growth	-42	37	29
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	699	684	685	API Growth Score	694	681	710
Growth Target	6	7	6	Actual Growth	-5	-3	25

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	551	548	596	API Growth Score	545	589	643
Growth Target	6	7	6	Actual Growth	-6	41	47

### State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

### Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes

Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Enrollment (9-12)</b>	2686	2652	2670	24282	23664	24332	1735576	1772417	1830664
<b>Number of Dropouts</b>	12	7	0	601	438	737	47899	48210	58493
<b>Dropout Rate (1-year)</b>	0.4	0.3	0.0	2.5	1.9	3.0	2.8	2.7	3.2
<b>Graduation Rate</b>	97.0	97.7	98.9	82.6	83.8	89.6	86.7	87.0	86.7

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	<b>English</b>	23.4	51	59	4	24.9	47	65	2	25.1	45	67
<b>Mathematics</b>	24.0	37	30	14	25.9	34	40	7	26.5	27	42	8
<b>Science</b>	27.0	15	50	15	26.8	12	60	14	29.1	8	64	7
<b>Social Science</b>	27.2	18	24	21	29.7	6	36	26	29.6	3	59	5

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
<b>K</b>			
<b>1</b>			
<b>2</b>			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	11.3	---
<b>All Schools in District</b>	---	14.0
<b>High-Poverty Schools in District</b>	---	51.7
<b>Low-Poverty Schools in District</b>	---	15.3

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	120	117	119
<b>Teachers with Full Credential</b>	102	97	97
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	2	3
<b>Pre-Internship</b>	0	2	4
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	20	20	17
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	5	4	3

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	
<b>Total Teacher Misassignments</b>	---	---	

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	2.5	1.5
<b>Master's Degree plus 30 or more semester hours</b>	16.8	16.7
<b>Master's Degree</b>	10.9	15.5



<b>Bachelor's Degree plus 30 or more semester hours</b>	57.1	50.5
<b>Bachelor's Degree</b>	12.6	15.6
<b>Less than Bachelor's Degree</b>	0.0	0.2

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	

### Teacher Evaluations

New teachers are evaluated on an annual basis. Tenured teachers are evaluated every other year.

### Substitute Teachers

Substitute teachers are evaluated as needed.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	3.0
<b>Librarian</b>	1.0
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3.0	868.0

## VII. Curriculum and Instruction

### School Instruction and Leadership

The Oak Grove High School leadership model (2003/2004) consisted of three Directors with equal responsibility for managing the educational and facility aspects of the school.

### Professional Development

Oak Grove High School receives a Professional Development budget each year for the express purpose of funding staff development opportunities.

### Quality and Currency of Textbooks and Other Instructional Materials

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### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	
Mathematics	
Science	
History/Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

### Total Number of Minimum Days

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## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take

college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	26
Computer Science			
English	1	1	30
Foreign Language			
Mathematics	2	6	173
Science			
Social Science	1	4	117

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
11386	8310	73.0

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
552	188	34.1

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	565	609	585	5590	5952	5927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	48.5	42.7	34.2	40.2	38.2	34.5	37.3	36.7	35.2
Average Verbal Score	459	483	489	453	460	469	490	494	496
Average Math Score	487	513	511	493	498	506	516	518	519

### College Admission Test Preparation Course Program

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### Degree to Which Students are Prepared to Enter Workforce

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### Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$37,434
Mid-Range Teacher Salary	\$65,037	\$61,368
Highest Teacher Salary	\$83,384	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$119,531	\$108,194
Superintendent Salary	\$221,642	\$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$183,626,468	\$7,626	\$6,977	\$6,822

### Types of Services Funded

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