

Executive Summary School Accountability Report Card, 2007-08

Oakland Aviation High School

Address: 7850 Earhart Road, Oakland, CA 94621

Phone: (510) 633-6375

Principal: Dr. J.E. Sulton, III

Grade Span: 9-10

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Oakland Aviation High School is a comprehensive high school that prepares students for success in college and a career in aviation or business. Students who graduate from our program will be able to choose to continue their studies at a four-year university, or to enter the workforce directly after graduation.

We have small classes (20 or less), and a developed advisory program. Our courses will be taught according to accepted best practices, and we hire the highest quality professional educators. Students will choose one of three major areas of concentration: Aviation Maintenance Technology; preparation for a career in business or international trade; or a personalized business internship program.

Students who are interested in mechanics, mechanical systems, electronics and communication systems will have the opportunity to take classes at the award winning College of Alameda Aviation Maintenance Technology Program (COA AMT). Students who complete this program will be prepared to enter a well-paid career upon graduation, or enter a four year university with practical experience in engineering, electronics, and aviation technologies. Students who are interested in entering college to earn a degree in business, international affairs, or international trade will be able to take prerequisite courses at the College of Alameda and enter a four-year university well ahead of their peers. Students who are interested in Transportation Security Administration (TSA), hospitality, shipping, and other professions may decide to enter a personalized internship program.

Student Enrollment

Group	Enrollment
Number of students	109
African American	34%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	62%
Pacific Islander	0%
White (not Hispanic)	4%
Multiple or No Response	0%
Socioeconomically Disadvantaged	78%
English Learners	1%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	1

School Facilities

Summary of Most Recent Site Inspection

The school site is in good condition.

Repairs Needed

Repairs are needed on window fixtures and doors.

Corrective Actions Taken or Planned

The windows and doors will be repaired by school maintenance personnel.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,276.06
District	Not Available
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	14%
Mathematics	1%
Science	2%
History-Social Science	8%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	518
Statewide Rank (from 2007 Base API Report)	2
2008-09 Program Improvement Status (PI Year)	Year 1

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

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

School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Oakland Aviation High School	District Name	Oakland Unified School District
Street	7850 Earhart Road	Phone Number	(510)879-8582
City, State, Zip	Oakland, California, 94621	Web Site	www.ousd.k12.ca.us
Phone Number	(510) 633-6375	Superintendent	Roberta Mayor
Principal	Dr. J.E. Sulton, III	E-mail Address	roberta.mayor@ousd.k12.ca.us
E-mail Address	jsulton@aviationhighschool.org	CDS Code	01-61259-0100065

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

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

Our Mission

To provide a rigorous educational program that prepares students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business.

Our Vision

To hold high expectations for students and staff focused on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining our personal best in every situation.

Opportunities for Parental Involvement (School Year 2007-08)

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

Parents and guardians receive a written description of the OAHS program, an invitation to join the Parent Advisory Council, and the transferability of credits to neighboring public schools. OAHS teachers will conduct home visits with the families of students in their advisories twice a year, once in August/September, and once in January/February. An analysis of the student's proficiency on grade level standards will be shared with the parent/guardian and a personal learning plan will be created to help each student rise to a proficient or advanced level. As part of the personal learning plan, an agreement will be created between the family and the school in which parents, student and advisor share their expectations and commitments to support the student's success.

Parents will be encouraged to participate in the daily life of the school, and to affirm the educational aspirations of their children. Parents will participate on the governing board, on state and federally mandated committees such as the school site council and the English language advisory committee. Each teacher will have at least two parent leaders to support their advisory. These Parent Leaders will form a Parent Leadership Team that will advise the Governing Board and the Principal.

OAHS promotes a parent participation program because it views parents as integral partners, not just volunteers. Parents are encouraged to express their concerns, to visit our school and meet with the staff. To this end, the Charter School shall annually distribute parent surveys to all parents requesting them to give their opinions on the progress of their child and encouraging them to express suggestions of how the school might improve its services. The responses shall be returned to the school and reviewed with faculty and administration in order to address any concerns. Parents are asked to dedicate at least 30 hours per year of participation to benefit the Charter School. To encourage additional parent involvement, the Charter School shall at a minimum do the following:

- * Develop an on going list of extensive participation opportunities for parents.
- * Offer extra curricular activities for both student and parent/family participation.

No student will be denied enrollment nor dis-enrolled for a failure of the parent or guardian to dedicate thirty (30) hours of participation to the Charter School. However, in all cases, to give the student the maximum opportunity to succeed, the Charter School will work with parent/guardians to consider all possible opportunities for parent involvement. OACS may establish other advisory committees to the Charter School Board, such as an English Language Advisory Council (ELAC) and school site council as appropriate.

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	58
Grade 3	0	Grade 10	40
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	98

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	34%	White (not Hispanic)	4%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0%	Socioeconomically Disadvantaged	78%
Filipino	0%	English Learners	1%
Hispanic or Latino	62%	Students with Disabilities	0%
Pacific Islander	0%	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	16	1	N/A	N/A	18	2	N/A	N/A
Mathematics	15	1	N/A	N/A	19	1	N/A	N/A
Science	18	1	N/A	N/A	24	N/A	1	N/A
Social Science	18	1	N/A	N/A	26	N/A	1	N/A

III. School Climate

School Safety Plan (School Year 2007-08)

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

Oakland Aviation High School has a comprehensive school safety plan that is revised and updated annually, or as needed. The OAHS Board of Trustees reviews and approves the Emergency Plan. Staff and students are trained in the elements of the plan, and practice the plan on a quarterly basis. The plan can be found on our website at www.aviationhighschool.org. The current plan was revised and approved in July, 2007.

Because of its length what follows is a list of the topics covered by the plan:

General Emergency Procedures
Fire Evacuation Procedures
Earthquake Procedures
Lockdown Instructions
Bomb Treats
Threats to School Employees
Gunfire on Campus
Hostage Incident
Psychotic/Narcotic/Suicidal Student
Rape
Riot/Gang Incident
Violent Student in Classroom
Weapon on Campus—Suspicion or Sighting
Death
How to Report Incidents (Report Forms)
How to report Injuries (Report Forms)

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	N/A	7	6	16.5	15.9	47
Expulsions	N/A	1	1	0.2	0.1	2,097

IV. School Facilities

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

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

Oakland Aviation High School utilizes a self-contained facility on the North Field of the Oakland International Airport. The facility was built in the 1940's, and has undergone major renovations to the interior of the building. Classrooms and grounds are safe, clean and functional. However there work must be done to improve the some parts of the roof, windows, and doors.

The security system, fire alarms and extinguishers are inspected and updated annually, or as needed. The Port of Oakland conducts safety inspections.

In 2006-07 all classrooms were painted, carpeted and wired for phone and internet access. The current electrical system is adequate for all current and future technology needs. Two computer labs were developed and furnished. OAHS replaced thirty-seven windows with double-paned, energy efficient models.

OAHS employs a full-time janitor to keep the school clean inside and out. The janitor is monitored daily by the principal and has a clearly defined cleaning schedule. Staff and students are required to support the janitor by keeping their areas clean of clutter and garbage.

Building maintenance duties are shared between the Janitor and Principal. Staff, students, and families participate in renovation and building maintenance on a volunteer basis. The Port of Oakland conducts repairs requiring professional services.

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)		X		
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms		X		
Sewer		X		
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

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

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	N/A	3	4	2,608
Without Full Credential	N/A	3	2	353
Teaching Outside Subject Area of Competence	N/A	0	1	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	84%	16%
All Schools in District	Not Reported	Not Reported
High-Poverty Schools in District	Not Reported	Not Reported
Low-Poverty Schools in District	Not Reported	Not Reported

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	0	0
Library Media Services Staff (paraprofessional)	0	0
Psychologist	0	0
Social Worker	0	0
Nurse	0	0
Speech/Language/Hearing Specialist	0	0
Resource Specialist (non-teaching)	0	0
Other	0	0

VII. Curriculum and Instructional Materials

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

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

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

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,684.06	\$1,408	\$8,276.06	n/a
District	n/a	n/a	n/a	n/a
Percent Difference - School Site and District	n/a	n/a	n/a	n/a
State	n/a	n/a	n/a	n/a
Percent Difference - School Site and State	n/a	n/a	n/a	n/a

Types of Services Funded (Fiscal Year 2007-08)

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

Oakland Aviation High School has a developed advisory program that allows students to have a personal relationship with teachers who will advocate for them in times of need, provide guidance, and ensure that they are on the path to graduation and college.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	n/a	\$39,456
Mid-Range Teacher Salary	n/a	\$62,148
Highest Teacher Salary	n/a	\$82,176
Average Principal Salary (Elementary)	n/a	\$101,501
Average Principal Salary (Middle)	n/a	\$105,501
Average Principal Salary (High)	n/a	\$114,960
Superintendent Salary	n/a	\$198,467
Percent of Budget for Teacher Salaries	n/a	40%
Percent of Budget for Administrative Salaries	n/a	5.4%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	N/A	16%	14%	28%	29%	9%	42%	43%	37%
Mathematics	N/A	5%	1%	29%	30%	13%	40%	40%	41%
Science	N/A	N/A	0%	20%	24%	21%	35%	38%	40%
History-Social Science	N/A	N/A	8%	15%	17%	20%	33%	33%	38%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	34%	0%	0%	5%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	45%	0%	0%	8%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	0%	0%	0%	0%
Male	6%	0%	0%	9%
Female	16%	0%	0%	5%
Economically Disadvantaged	14%	0%	0%	9%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	N/A	N/A	55%	33.5%	31.9%	33%	51.1%	48.6%	49%
Mathematics	N/A	N/A	52%	31.3%	32.4%	35%	46.8%	49.9%	46%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	45%	55%	N/A	N/A	52%	48%
African American	N/A	63%	N/A	N/A	43%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	45%	N/A	N/A	58%	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	N/A
7	N/A
9	100%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	N/A	N/A	1
Similar Schools	N/A	N/A	N/A

API Changes by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	N/A	-1	518
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Year 1	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	n/a	61
Percent of Schools Currently in Program Improvement	n/a	44%

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

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

In 2007–2008, OAHs provided career technical education for students through the College of Alameda's award winning Aviation Maintenance Technology program. This program provides students with the technical knowledge needed to pass the FAA's Airframe exam.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	Approximately 20 students.
Percent of pupils completing a CTE program and earning a high school diploma	No data until 2009–2010.
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	Approximately 14%

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

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	No data until 2010

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	n/a

XII. Instructional Planning and Scheduling

Professional Development

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

Staff Collaboration Time

All-staff professional development meets once each week for three hours. These meetings focus on school-wide issues, action planning, data analysis and topical direct instruction of staff. The primary role of these meetings is to build community, to develop clear lines communication, to work together to ensure student success and to continually develop school culture.

In addition to weekly all staff professional development, collaboration time is assigned to individual teacher teams. Teacher teams are divided up into grade-level Advisory teams, content area teams and interdisciplinary teams.

Advisory teams meet weekly for one hour. These teams focus their collaboration times on backwards planning the Advisory curriculum, analyzing student data, identifying school-wide trends, organizing student retreats, soliciting outside professional development. The primary role of Advisory teams is to analyze and troubleshoot over-arching student trends, and to initiate appropriate action plans.

Content area teams work together to map curriculum horizontally and vertically in alignment with the school mission and the California content and performance standards. They analyze student assessments and establish content area goals. They share “best practices”, participate in peer observations and seek outside professional development opportunities. The content area teams are primarily responsible for establishing benchmarks, in-house assessments, analyzing results and making sure that all students are reaching proficiency and beyond.

Interdisciplinary teams work together to align benchmark skills across the curriculum. They consist of one teacher from each department. Their primary role is to ensure that all California State content and performance standards and school-wide benchmark skills are being taught across the curriculum, to facilitate interdisciplinary projects and to standardize school rubrics (and teach staff and community how to use them).

Staff Development

Each OAHS staff member is granted \$2,000 each year to improve practice. This money can be spent to continue education, enroll in BTSA (or National Board Certification), attend workshops or conferences, prepare for and take CSET exams, or for other purposes assigned by or agreed to by the principal.