



Architecture, Construction & Engineering Charter High (ACE)

570 Airport Way • Camarillo, CA 93010 • 805-437-1411 • Grades 9-12

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

Oxnard Union High School District

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District Governing Board

Tony Skinner

Dr. Roger Rice

Richard Urias

Gary Cushing

Dr. Gregory O'Brien

David Carlson

Judy Perkins

District Administration

Gabe Soumakian
Superintendent

Joseph Clausi
Principal Director

School Description

Architecture, Construction, and Engineering Charter High School (ACE) is a single 9-12 district/direct funded charter high school located in Ventura County in the Camarillo Airport Ventura County Office of Education complex. ACE is located in a building owned by the Ventura County Office of Education and serves the needs of students from all over Ventura County but primarily students from the Oxnard Union High School District, which is the chartering LEA. The pupil population is 52% Hispanic or Latino, 40% White (not Hispanic), 4% African American, 2% Asian, and 2% Other. 44% percent of the pupils qualify for free/reduced meals. 6% are English Language Learners. 13% of the pupils have an IEP and are receiving special education services. 80% of students are bused to the school from Oxnard, Camarillo and Ventura.

The school employs 11 full time teachers and 2 part time teachers for the 2013-14 school year. There is also a full time Special education teacher and Para Educator that are assigned to the school but employed by OUHSD. All teachers hold the appropriate credentials and have met the requirements to be "highly qualified" by NCLB requirements. Administration consists on a full time principal/ director. We have 2 full time office personnel and a full time counselor.

The impetus for ACE High School came from the research that identified the construction trades in Ventura County as a strong labor market need that has high student interest and provides diverse postsecondary options. Employers are having a difficult time hiring people with academic and technical/mechanical skills and analytical problem solving ability. ACE will provide students the opportunity to learn in context and explore construction related careers through hands on curriculum that prepares for direct entry to college, apprenticeship programs or a career.

ACE serves a heterogeneous group of 185 students in grade 9 through 12 in 2012-13. The student's backgrounds should represent the heterogeneity found in the population of Oxnard Union High School District, which draws its students from widely varied feeder schools, districts and cities ranging in a diverse socioeconomic background.

Mission

The mission of the Architecture, Construction and Engineering (ACE) High School is to provide high school students an alternative educational opportunity to explore construction related careers through rigorous contextual, hands-on, curriculum that prepares students for direct entry into college, professional apprenticeship programs, or a career.

Vision

The vision of ACE High School is to increase student achievement and prepare students for life after high school. ACE High School will provide a performance-based learning environment where students are empowered to make informed choices for post secondary options in the fields of architecture, construction, and engineering. Conceived by professional educators representing the Oxnard Union High School District, the Ventura County Office of Education, representatives from industry, trade unions, and community college advisors, ACE High School will immerse students in a rigorous standards-based learning environment that will capture their interests in architecture, construction and engineering related careers. Curriculum will be performance-based and integrate career and technical courses with applied academic courses.

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 805-437-1411.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	44
Gr. 10	52
Gr. 11	54
Gr. 12	35
Total	185

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.5
Hispanic or Latino	49.7
Native Hawaiian/Pacific Islander	0.5
White	40.5
Two or More Races	1.1
Socioeconomically Disadvantaged	42.7
English Learners	4.3
Students with Disabilities	16.2

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			
Architecture, Construction & Engineering	12-13	13-14	14-15
Fully Credentialed	11		
Without Full Credential	2		
Teaching Outside Subject Area of Competence	0		
Oxnard Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Architecture, Construction &	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. 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
This School	97.50	2.50
Districtwide		
All Schools	94.20	5.80
High-Poverty Schools	93.86	6.14
Low-Poverty Schools	95.82	4.18

* 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)

Textbooks and Instructional Materials
Year and month in which data were collected: 10/10/13

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>The Odyssey</p> <p>Hamlet</p> <p>Lord of the Flies</p> <p>Beowulf</p> <p>The Road</p> <p>No Country for Old Men</p> <p>Big Sleep</p> <p>American Gothic Tales</p> <p>One Flew Over the Cuckoo's Nest</p> <p>Handmaid's Tales</p> <p>20th Century Ghosts</p> <p>Different Seasons</p> <p>The Stand</p> <p>Death of Ivan Illyich</p> <p>Lord of the Rings</p> <p>Haunting of Hill House</p> <p>Metamorphosis</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	
<p>Science</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	
<p>Health</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	

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: May 2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<p>Systems:</p> <p>Gas Leaks, Mechanical/HVAC, Sewer</p>	[X]	[]	[]	
<p>Interior:</p> <p>Interior Surfaces</p>	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2013

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[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
Science	22	52	68	55	54	53	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
ELA	35	30	42	45	48	49	54	56	55
Math	10	9	11	26	29	27	49	50	50
HSS	23	19	30	43	46	44	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			
API Rank	2010-11	2011-12	2012-13
Statewide	4	1	2
Similar Schools	1	1	1

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.6	27.9	34.9

* 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	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	68
Male	70
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian/Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	68
English Learners	
Students with Disabilities	
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	B	-138	111
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			82
Native Hawaiian/Pacific Islander			
White			162
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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

ACE Charter High School has a Parent Association established September 2013. We have 4 officers and regular members attend monthly meetings held in room 1 at 6pm on the first Tuesday of every month. This free association is open to all parents of ACE students. Parents are also active members of the school's robotics team, as well as take part in career week, internship offerings, college info sessions, and open school events. All parents interested should contact ACE at 805-437-1412 for more information as to how to become active with our school.

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

Fire Drill/Earthquake/Lock-in/Shelter-in Evacuation Procedures

Universal Norms:

- 1) Each classroom has a procedure folder with class roster information, drill procedures, and other evacuation policies. It is the teacher's responsibility to have this folder with them at all times during a drill.
- 2) In the event of a campus evacuation of any type, the school-wide evacuation gathering point is the location that all classrooms should evacuate to. In the event that that site is in any way compromised, your campus administration will establish a new location.
- 3) Once at the evacuation gathering point, all teachers are to line-up their classes in signal file rows. The teacher is to manage his or her class during this time and each teacher is responsible for completing the ACE Evacuation Attendance Form as quickly as possible.
- 4) Once evacuated from the campus building, all teachers are to record on the ACE Evacuation Attendance Form missing or absent students. Once this form is completed, it is the teacher's responsibility to give this form to campus administration.
- 5) Once all ACE Evacuation Attendance Forms have been collected by campus administration, and once the campus is secured by administration, an announcement will be made to re-enter the building. At that point, all teachers are to escort their classes back to class.
- 6) All campus personnel and teachers without an in-session class are to exit the building and gather at their corresponding gathering point with the rest of the school. No one is to remain in the building during a campus evacuation.
- 7) If a drill is called during non-class hours, students are to report to the following locations:
 - Before School: 1st Period Class
 - Lunch/Passing Period: Last Class
 - After School: Last Class

For Fire Drills:

- 1) In the event of a fire drill, the school-wide emergency alarm will sound. All teachers are to escort their class to the evacuation gathering point.
- 2) All classes are to exit the school through their specific color-coded exit door. Classes are to be organized in a signal fill line and each class must stay together during the entire drill.
- 3) Classes are to line-up at their respective gathering point and to await further instructions. Teachers are to complete the ACE Evacuation Attendance Form and to await directions from administration.
- 4) Once the all-clear is given, each teacher is to escort his or her students back to class.

For Earthquake Drills:

- 1) In the event of an earthquake, the school-wide emergency alarm will sound. If the emergency alarm is compromised, all classes are to complete the drill as defined below regardless of the alarm system.
- 2) During the first 2 minutes of a drill, or until the earthquake has stopped, all students and staff are to perform the Duck-and-Cover safety drill.
- 3) When it is safe, a second earthquake alarm will sound, instructing all buildings and classrooms to be evacuated immediately. All teachers are to escort their class to the evacuation gathering point.
- 4) All classes are to exit the school through their specific color-coded exit door. Classes are to be organized in a signal fill line and each class must stay together during the entire drill.
- 5) Classes are to line-up at their respective gathering point and to await further instructions. Teachers are to complete the ACE Evacuation Attendance Form and to await directions from administration.
- 6) Once the all-clear is given, each teacher is to escort his or her students back to class.

Lock Down Drill:

- 1) An announcement will be made over the loud speaker stating the campus is having a lockdown. This means that absolutely no one is allowed in or out of your classroom at anytime. If you have a student returning from the restroom, you may allow them in, however no one is allowed to leave for any reason.
- 2) Each classroom door has color-coded cards to cover classroom door windows. These cards will indicate the situation of each class.
 - Green = Everything is ok and you have your class under control.
 - Red = You have a situation where you need assistance from a supervisor during the drill.
 - Red/white Cross = You have a student who needs immediate medical attention
- 3) During this time, all teachers are to lock all classroom doors, close classroom blinds, and cover all classroom door windows with the appropriate color-coded card.
- 4) In the event of an on-campus event, all classroom lights are to be turned off. Everyone within the classroom is to remain silent at all times. No one is to be allowed to enter your classroom.
- 5) All teachers and staff are to remain inside their classrooms at all times. No one is allowed to leave or enter your room until an announcement stating that the lock down is over.

Shelter-in Drill:

A shelter-in drill is a drill where students are to be brought into the main campus building during either non-classtime hours (ie. before school or during lunch) or in the event of an external campus event. Classes will be run as normal, however no one is allowed to exit the building for any reason.

- 1) An announcement will be made over the loud speaker stating the campus is having a Shelter-in drill. This means that absolutely no one is allowed to exit the campus building at anytime and no one is allowed to enter the campus building during the shelter-in grounds.
- 2) Teachers and students who have class in the campus portables will enter and exit the campus building through room 9. Portable and room 9 teachers will supervise these student transfers.
- 4) All teachers, staff, and students are to remain inside the building at all times. No one is allowed to leave or enter the campus building until an announcement stating that the shelter-in is over.

ACE Evacuation Attendance Form

Student Absent or Missing

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	8.2	2.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.9	7.1	4.7
Expulsions Rate	0.5	0.6	0.3
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	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

* 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	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	185

* 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
English	25.3	28	22	3	1	6	1	5	4	2	1	1
Math	18.3	21	14	5	6	10	2	2	1	0		
Science	32.3	26	26	0	1	2	2	2	4	1		
SS	28	28	23	1		3	1	4	3	2		1

* 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	\$43,120	\$40,821
Mid-Range Teacher Salary	\$59,070	\$59,345
Highest Teacher Salary	\$80,286	\$77,992
Average Principal Salary (ES)	\$0	\$0
Average Principal Salary (MS)	\$0	\$0
Average Principal Salary (HS)	\$117,522	\$106,119
Superintendent Salary	n/a	\$138,050
Percent of District Budget		
Teacher Salaries	35.54	29.62
Administrative Salaries	13.05	5.43

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	\$6,986	\$123	\$6,864	47,540
District	♦	♦	6,864	47,540
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			46.4	-34.2

Types of Services Funded at Architecture, Construction & Engineering Charter High (ACE)

Professional Development provided for Teachers at Architecture, Construction & Engineering Charter High (ACE)

Primary/major areas of focus for staff development are common core fusion, questioning, CHAMPS training, Project Based Learning, unit mapping and curriculum development, and differentiating instruction - all of which were derived from staff inquiry and state mandated changes.

Every Friday, staff has common collaboration meeting time from 1:15pm to 3:15pm throughout the entire school year.

In addition to informal and formal observations conducted throughout the school year, ACE has contracted three instructional specialists to work with teachers on the categories mentioned above monthly, throughout the duration of the school year.

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	50	24	26	43	38	19
All Students at the School	66	16	19	50	44	6
Male	66	16	18	45	50	5
Female	58	17	25			
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	67	26	7	56	40	4
Native Hawaiian/Pacific Islander						
White	52	9	39	35	57	9
Two or More Races						
Socioeconomically Disadvantaged	78	11	11	63	33	4
English Learners						
Students with Disabilities						
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

Architecture, Construction &	2011-12	2012-13	2013-14
English-Language Arts	24	33	34
Mathematics	24	25	50
Oxnard Union High School District	2011-12	2012-13	2013-14
English-Language Arts	50	51	44
Mathematics	53	54	50
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	94.05	76.37	84.56
Black or African American	100.00	81.25	75.90
American Indian or Alaska Native	100.00	106.25	77.82
Asian	100.00	89.47	92.94
Filipino	100.00	93.89	92.20
Hispanic or Latino	91.30	72.48	80.83
Native Hawaiian/Pacific Islander	100.00	78.95	84.06
White	96.55	87.52	90.15
Two or More Races	0.00	79.17	89.03
Socioeconomically Disadvantaged	97.44	72.18	82.58
English Learners	66.67	45.20	53.68
Students with Disabilities	0.00	48.14	60.31

Dropout Rate and Graduation Rate			
Architecture, Construction &	2010-11	2011-12	2012-13
Dropout Rate (1-year)	100.0	0.0	7.1
Graduation Rate	0.00	87.10	90.59
Oxnard Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.3	10.8	14.8
Graduation Rate	78.77	81.52	77.52
California	2010-11	2011-12	2012-13
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		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* 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	53.14
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	24.05

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	187
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Career Technical Education Programs