Desert Oasis High School

2008-2009
School Accountability
Report Card
(Published in 2009-2010 School year)

Executive Summary School Accountability Report Card, 2008-2009

For Desert Oasis High (Continuation) High School

Address: 1302 South Third Street, El Centro, CA 92243 **Phone:** **(760) 336-4555**
Principal: María J. Ambriz **Grade Span:** 9-12

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 2008-2009 school year, except the School Finances and School Completion data that are reported for the 2007-2008 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

Desert Oasis High School is located in El Centro, CA, a city with a population of approximately 45,000. The population of the entire county (Imperial County) is approximately 155,000. Imperial County is the third fastest growing county in the State, with a current annual growth rate of 4.1%. Census Data from 1990 indicates that 65.8% of the county's population is Hispanic, though local experts estimate that figure to be closer to 75%. Imperial County is situated in the southeast corner of California, and is bordered by Baja California, Mexico to the south; Riverside County to the north; Yuma County (Arizona) to the east; and San Diego County to the west. Desert Oasis High School serves a transient population that may elect to attend DOHS for academic recovery, or have been sent through a disciplinary hearing panel. The student population fluctuates between 160 to 195 cumulative high risk students at any given period, grades 9 through 12, throughout the school year. We did, however, serve at least 320 students during the 2008-2009 school year. The largest number of enrollment this year again were in the tenth and twelfth grades (53 students in 9th grade; 82 students in 10th grade; 47 students in 11th grade; and, 138 students in 12th grade), and with male to female student ratio being almost 2:1 school-wide (191 males, 129 females).

Student Enrollment

Group	Enrollment
Number of students	320
African American	1.6%
American Indian or Alaska Native	0%
Asian	<1%
Filipino	<1%
Hispanic or Latino	93.4%
Pacific Islander	0%
White (not Hispanic)	5.3%
Multiple or No Response	0%
Socioeconomically Disadvantaged	61.25%
English Learners	46.3%
Students with Disabilities	10.6%

Teachers

Indicator	Teachers
Teachers with full credential	72.7%
Teachers without full credential	27.3%
Teachers Teaching Outside Subject Area of Competence	18.1%
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The Desert Oasis High School site and its facility are in good repair.

Repairs Needed

The Desert Oasis High School site and its facility are maintained on an as-needed basis. Our district's (Central Union High School District) maintenance department responds promptly to word order requests and emergency repair situations.

Corrective Actions Taken or Planned

No major repairs are needed at this time. The Desert Oasis High School site and its facility are maintained on an as-needed basis. Our district's (Central Union High School District) maintenance department responds promptly to work order requests and emergency repair situations. Additionally, the maintenance department provides the school site additional personnel during the summer months for in-depth cleaning and upkeep of our school's general facility.

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	$
District	$
State	$

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	7%
Mathematics	0%
Science	0%
Grade 10 – Life Science	3%
History-Social Science	2%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	525
Statewide Rank (from 2007 Base API Report)	B
2008-09 Program Improvement Status (PI Year)	PI-2

School Completion

Indicator	Result
Graduation Rate	73%

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

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)

School		District	
School Name	Desert Oasis High School	**District Name**	Central Union High School District
Street	1302 South Third Street	**Phone Number**	(760) 336-4500
City, State, Zip	El Centro, CA 92243	**Web Site**	www.desertoasisnet.net
Phone Number	(760) 336-4555	**Superintendent**	C. Thomas Budde, Ph.D.
Principal	María J. Ambriz	**E-mail Address**	tbudde@cuhsd.net
E-mail Address	mambriz@cuhsd.net	**CDS Code**	13-63115-1333558

The expectation at **Desert Oasis High School** is that all students will experience academic success while enrolled at DOHS. Together we will live up to our motto, but the degree to which we do will depend on the effort we put into it collectively, and the attitude we bring to Desert Oasis High School each and everyday.

Achievement highlights for the 2008-2009 school year include the following:

- Eighty-five (85) students graduated from DOHS in June 2009.
- Ninety-seven percent (97%) participation rate on the CAHSEE census in February 2009 for both English Language Arts (ELA) and Math
- Forty-nine percent (49%) of the 10th graders who took CAHSEE ELA passed that section in February 2009 (35% ELL, 29% EO, 18% FEP, 18% R-FEP; 33% SpEd).
- Fifty percent (50% of the 10th graders who took CAHSEE Math passed that section in February 2009 (35% ELL, 25% EO, 20% FEP, 20% R-FEP; 22% SpEd
- Our school's credit completion rate increased from an 88.1%i in 2007-2008 to a 95.5% in 2008-2009.
- Our school's suspension rate decreased from a 29.7% in 2007-2008 to a 23.8% in 2008-2009.

There is still much to do and achieve, and we are committed to continue our focus on:

- Learning, and assessment for learning;
- Accreditation of our school;
- Increased CAHSEE success in both English Language Arts and Mathematics;
- Self-awareness and self-accountability; and,
- Positive citizenship.

Desert Oasis High School School-wide Goals:
Students will demonstrate competency in WRITING upon graduation.
Students will demonstrate competency in READING upon graduation.
Students will demonstrate competency in MATH upon graduation.
Students will identify and demonstrate understanding of several POST SECONDARY OPTIONS.
Students will be prepared to move forward with their CAREER AND/OR EDUCATION.

Desert Oasis High School Mission Statement:
Desert Oasis High School provides alternative education programs which offer a new beginning for students of Central Union High School District. We provide an education in a safe learning environment that will lead to a high school diploma, and empower students to become responsible, caring, and contributing members of society.

Desert Oasis High School Motto:
Desert Oasis High School…a place to work, learn, and succeed!

Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

Parents of students at Desert Oasis High School are encouraged to become involved with school activities, such as: Parent Nght(s)/Back-to-School Night(s); School site Council; English Learner Advisory Committee, Migrant Parent Advisory Committee. Parents also receive quarterly newsletters.

Student Enrollment by Grade Level (School Year 2008-2009)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	53
Grade 10	82
Grade 11	47
Grade 12	138
Total Enrollment	320

Student Enrollment by Group (School Year 2008-2009)
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
African American	1%
Hispanic or Latino	93.4%
White (not Hispanic)	5%
Filipino	<1%
Asian	<1%
English Learners	46.3%
Socioeconomically Disadvantaged	61.25%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
9-12	18.9	X		

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	2008-2009			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	18.9	X		

Mathematics	18.9	X		
Science	12.0	X		
Social Science	18.9	X		

III. School Climate

School Safety Plan (School Year 2007-08)

Each year Desert Oasis High School, per Ed. Code 35294, reviews the status and incidents involving crime and violence on the school campus. Desert Oasis High School's Comprehensive School Safety Plan describes programs and strategies that are in place, thus allowing the students, staff, and administration to provide a safe and secure learning environment. Leadership at Desert Oasis High School is a shared-management process. All stake-holders assume a proactive role in all phases of the school's operation. The current management team is committed to developing "our school" towards excellence in the areas of academic and social behavior.

The administration sets the tone for the students, staff, and community. An open-door policy allows all stake-holders to share their ideas and concerns related to curriculum, discipline, and safety, thus promoting a safe and positive learning environment.

Safe schools are orderly and purposeful places where students and staff are free to teach and learn without the threat of physical and psychological harm. Desert oasis High School promotes an educationally and psychologically healthy environment for all stake-holders. Desert Oasis high School recognizes that there are comprehensive broad factors that directly relate to a safe school environment, such as a well-prepared staff, student-oriented programs, well-informed parents and the community. Desert Oasis High School further recognizes that safe school practices enhance both the academic and social well-being of our students.

We also recognize that it takes all stake-holders to ensure that our schools are a safe place to learn. To that end, Desert Oasis High School has included the following strategies/procedures in its comprehensive School Safety Plan:
- Child Abuse Procedures
- Routine/emergency Disaster Procedures (adaptations for ADA, earthquake procedures, public agency use of school ground during disaster)
- Suspension/Expulsion Policies
- Teacher Notification of Dangerous Students
- Discrimination/Harassment Procedures
- Provision of Dress Code/Gang-related Apparel
- Safe and Orderly Environment
- Rules/Procedures School Discipline
- Hate Crime Reporting

Rate	School			District		
	2006-07	2007.08	2007-08	2006-07	2007-08	2008-09
Suspensions	23.8%	29.6%	23.8%	15%	9%	6.5%
Expulsions	0%	0%	0%	<1%	<1%	<1%

IV. School Facilities

Desert Oasis High School consists of (17) buildings, housed on a corner lot, that is adjacent to the Central Union High School District office. Included on the plot, are a small athletic field, a basketball court, and the Campesinos Unidos Head Start Program. The main gate, which is at the front of the school, is the only entrance and exit allowed during school hours. The Principal's office sits adjacent to the main entrance, thus, it is very visible.

Staff members monitor "passing periods" daily. This decreases negative discipline, crime, and other safety issues. The restrooms are checked during passing periods to prevent vandalism or smoking in the building. Grafitti is not a major problem at Desert Oasis High School, but when it appears, it is removed immediately.

The school's physical facility is well-maintained and almost always looks neat and clean. District maintenance personnel periodically examine the facility and help to eliminate any obstacle that may be a safety issue. Additionally, health and fire officials inspect the site periodically, as well, thus contributing to the school's safety.

The classrooms and site are monitored daily (via walk-through) by the site's administration, security and classroom teachers. The student also take pride in the appearance of their school. Further, surveillance cameras were installed to better monitor the school and its safety. The cameras are located in the front of the school, the boys restroom, the girls restroom, the walkway, and the back of the school.

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
	2006-07	**2007-08**	**2008-09**	**2008-09**
With Full Credential	10	8	8	168
Without Full Credential	1	3	3	19
Teaching Outside Subject Area of Competence	2	2	2	3

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	1	1	0
Total Teacher Misassignments	1	1	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	65.9%	34.1%
All Schools in District	84.1%	15.9%
High-Poverty Schools in District		
Low-Poverty Schools in District		

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	.60	320
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	1	n/a
Social Worker	0	n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other (Migrant Counselor, EL Coordinator)	2	n/a

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	Holt Rinehart Language Arts 2003	0%
Mathematics	McDougal Littell (Algebra I) McDougal Littell (Geometry)	0%
Science	Glencoe/McGraw Hill (Biology) Holt (Physical/Integrated Science)	0%
History-Social Science	Modern World History McDougal Littell (World History) The Americans/McDougal Littell (US History) Glencoe (Economics) Prentice Hall (American Government)	0%
Foreign Language	Dos Mundos/McGraw Hill (Spanish I and Spanish II)	0%

VIII. School Finances

[Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-2009)](#)
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	$4074.40		7716.00	60,650.19
District	n/a	n/a	7716.00	68,126.00
Percent Difference – School Site and District	n/a	n/a		-10.97%
State	n/a	n/a	$5300	$66,335.00
Percent Difference – School Site and State	n/a	n/a		-8.56%

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

Anger Management classes – available through the Family Resource Center
Cafeteria Services – Breakfast and lunch are available on campus. We provide free or reduced lunch for qualifying students. Through the district, students from low-income families participate in the breakfast and lunch programs.
CALSafe – Provides a comprehensive, integrated, community-linked, school-based program for expectant and parenting students and their children.
Credit Recovery – On-line program for students who have fallen behind in credits.
Dress Code and Discipline Policy – each year, copies of the dress code and school discipline policies are provided for all parents in the pre-registration packet.
Drug and Alcohol Counselor – Available for students on campus.
Police Officer – A uniformed school resource officer is on-call throughout the school day.
Probation Officers – An Imperial County Probation Officer provides assistance and counseling to help our highly at-risk students.
School Assistance Representative – Provides counseling services to encourage students to make healthy lifestyle choices.
School Psychologist – The district's psychologist coordinates services and educational programs for our special education students.
Special Education Program – Provides the support to promote success in the appropriate education setting as determined and listed in special education students' Individual Education Plan process.
Student Success Team
Supplemental CAHSEE Support Classes – for 11th and 12th grade students who have not yet passed one or both sections of the California High School Exit exam.
Tutoring - available to students at least three times per week.
Transportation services – Students are eligible for transportation when they live (1) more than three miles from school of residence; (2) are enrolled in special education; or (3) participate in school-sponsored trips.

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	42,352.00	40,115.00
Mid-Range Teacher Salary	68,242.00	59,520.00
Highest Teacher Salary	97,454.00	78,925.00
Average Principal Salary (High)	$106,575	
Superintendent Salary	$130,000.00	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries	40%	40%

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	7%	7.4%	8.2%	35%	36%	37.9%	43%	46%	49.9%
Mathematics	0%	0%	0%	16%	13%	16.7%	40%	43%	45.8%
Science	3%	3.4%	11.6%	27%	22%	37.7%	38%	35%	49.5%
History-Social Science	2%	2.0%	7.5%	24%	28%	27.4%	33%	36%	41.0%

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				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	8.6%	0%	10%	6%
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	45%	52%	49%	72%	74%	79%	77%	79%	80%
Mathematics	37%	34%	50%	78%	75%	76%	76%	78%	79%

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 (2008-2009).

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students		49%			50%	
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino		48%			47%	
Pacific Islander						
White (not Hispanic)						
Male		52%			58%	
Female		42%			36%	
Economically Disadvantaged		44%			45%	
English Learners		32%			37%	

California Physical Fitness Test Results (School Year 2008-2009)
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
9	6.3%

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	2005-06	2006-07	2007-08	2008-09
Statewide	446	455	524	525
Similar Schools	N/A	N/A	N/A	N/A

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
	2006-07	**2007-08**	**2008-09**	**2009**
All Students at the School	11	69	1	524
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/.

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	YES	YES
Participation Rate - English-Language Arts	YES	YES
Participation Rate - Mathematics	YES	YES
Percent Proficient - English-Language Arts	YES	YES
Percent Proficient - Mathematics	YES	YES
API	YES	YES
Graduation Rate	YES	YES

[Federal Intervention Program (School Year 2008-09)](http://www.cde.ca.gov/ta/ac/ay/)
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	YES	N/A
First Year of Program Improvement	2006-07	N/A
Year in Program Improvement	Year 2*	N/A
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33%

*This was the second year that Desert Oasis High School is at a PI Year 2 status. If the school meets all AYP criteria for the 2009-2010 school year, the school will exit the Program Improvement status.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

[University of California](http://www.universityofcalifornia.edu/admissions/general.html)
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

[California State University](http://www.calstate.edu/admission/)
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at http://www.calstate.edu/admission/.

[Dropout Rate and Graduation Rate](http://dq.cde.ca.gov/dataquest/)
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2005-06	2007-08
Dropout Rate (1-yr)	37.4%	18.8%	16.3%	2.8%	1.8%	3.3%	3.0%	3.4%	3.9%
Graduation Rate	55.6%	39.4%	63.0%	91.9%	88.9%	88.8%	85.1%	92.0%	80.2%

[Completion of High School Graduation Requirements](http://www.cde.ca.gov/ta/tg/hs/)
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	63.0%%	88.8%	80.2%
African American	N/A		
American Indian or Alaska Native	N/A		
Asian	N/A		
Filipino	N/A		
Hispanic or Latino	N/A		
Pacific Islander	N/A		
White (not Hispanic)	N/A		
Socioeconomically Disadvantaged	N/A		
English Learners	N/A		
Students with Disabilities	N/A		

[Career Technical Education Programs (School Year 2008-09)]
This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Students at Desert Oasis High School have access to ROP Program classes at other school sites, such as Air Conditioning/Repair and Fire Science. Currently, however, no ROP courses are offered on-site.

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	4
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	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.

During the past three years, district and site focus has been on the development and administration of quality assessments. Staff has attended training for Classroom Assessment for Student Learning. The development and use of assessments is the central focus for the monthly district collaboration meetings, in which all DOHS teachers and administrators are participants. Additionally, DOHS staff has participated in the following professional development workshop/training opportunities: SDAIE/DCLAD/CLAD, CABE, California Math Council, School Safety, KNOW Gangs, Accelerated math, ADHD, Effective Behavior Management by Salzman, CCEA State Conference (California Continuation Education Association), and the CDS Network Annual State Conference (Community Day School Network).