



Executive Summary School Accountability Report Card, 2007-08

For Oakland Unity High School

Address: 6038 Brann St, Oakland, CA 94605 **Phone:** 510-635-7170
Principal: David Castillo **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 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 Unity High School (Unity) is an independent charter high school serving all students in Oakland. The school opened in the fall of 2003 and currently enrolls about 210 9th to 12th grade students. Unity is a safe, high expectation/intensive support school with a rigorous curriculum that is responsive to the individual developmental and academic needs of students and allows them to achieve academic success and positive social/cultural development. The following are special features of Unity:

- Small classes, average of 20 students per class.
- A curriculum that allows every graduate to meet the University of California A-G requirements.
- A comprehensive support program provided through a partnership between the school, the families, and the community, to assure that students have the support they need to focus on academic growth.
- Learning experiences that allow Unity students to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society.
- Mentors assigned to students to assist them with informal counseling and to resolve problems.

Student Enrollment

Group	Enrollment
Number of students	216
African American	9.26%
American Indian or Alaska Native	0.46%
Asian	0.46%
Filipino	%
Hispanic or Latino	88.89%
Pacific Islander	%
White (not Hispanic)	0.46%
Multiple or No Response	0.46%
Socioeconomically Disadvantaged	54%
English Learners	10%
Students with Disabilities	3%

Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school site is in good condition.

Repairs Needed

No repairs are needed at this time.

Corrective Actions Taken or Planned

No repairs are needed at this time.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks & 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%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	18%
Mathematics	3%
Science	4.6%
History-Social Science	17.5%

School Completion

Indicator	Result
Graduation Rate	100%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$10,153
District	Not Available
State	\$4,943

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	624
Statewide Rank (from 2007 Base API Report)	2
2008-09 Program Improvement Status (PI Year)	Not in PI

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

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 Unity High School	District Name	Oakland Unified
Street	6038 Brann St.	Phone Number	510-879-8582
City, State, Zip	Oakland, CA 94605	Web Site	www.ousd.k12.ca.us
Phone Number	510-635-7170	Superintendent	Vincent Matthews
Principal	David Castillo	E-mail Address	Vincent.Matthews@ousd.k12.ca.us
E-mail Address	info@unityhigh.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.

The mission of Oakland Unity High School (Unity) is to provide a college preparatory education to students of diverse or disadvantaged background through a culturally relevant curriculum in an environment that is academically demanding, yet offers high levels of support from faculty, family and fellow students. Unity will be responsive to the developmental and academic needs of students, and allow them to seek success in terms of both academic and social/cultural achievement.

To this end, Oakland Unity High School will provide the following:

§ A curriculum and schedule that pushes every Unity student to meet the University of California A_G college entrance requirements upon graduation.

§ A comprehensive support program, provided through a partnership between the School, student families and the broader community, to ensure that every Unity student has the support needed to permit focus on academic growth.

§ Learning experiences that allow every Unity student to achieve her or his leadership and academic potential, to become a creative, critical thinker, a compassionate human being, and an effective participant in a multicultural, democratic society.

§ For each Unity student, an adult advisor assigned to assist him or her with informal counseling and to help the student resolve the problems she or he will face during the high school years.

§ College admissions guidance and counseling for every Unity student, particularly as graduation approaches.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

Parent and guardians of Oakland Unity High School can participate in school activities and governance by joining the Unity High Community Council, which meets monthly, as well as by participating in the school's monthly board meetings. For more information, contact David Castillo, Principal, (510) 635-7170, dcastillo@unityhigh.org.

[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		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	49
Grade 3		Grade 10	51
Grade 4		Grade 11	49
Grade 5		Grade 12	67
Grade 6		Ungraded Secondary	0
Grade 7		Total Enrollment	216

[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	9.26	White (not Hispanic)	0.46
American Indian or Alaska Native	0.46	Multiple or No Response	0.46
Asian	0.46	Socioeconomically Disadvantaged	54
Filipino		English Learners	10
Hispanic or Latino	88.89	Students with Disabilities	3
Pacific Islander		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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	6			20	13			20	13		
Mathematics	20	6			20	8			20	8		
Science	20	6			20	8			20	8		
Social Science	20	6			20	9			20	9		

III. School Climate

School Safety Plan (School Year 2007-08)

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

Unity High School Emergency Procedures 2007-08

In the event of a fight in the class

Remain calm to keep students calm

First priority is safety of the group

Attempt to talk students down and separate combatants

Send one outside

If weapon is involved, clear classroom of other students if owner of weapon cannot be talked down

When sending students for help, be specific in directions ie)address specific student by name

Do not physically engage with students nor block exits

In the event of a fight in the courtyard

First staff on site is the lead staff

Second staff clears the area of students

In the event of an intruder

Two short bursts from bullhorn feature (as pre identified) will signal lockdown

Lock the door

Stay in the room until further notice

No in or out, including restroom

The P.E. teacher will be informed via walkie-talkie or cell phone to remain at his location

In the event of a fire

The fire alarm makes a ringing sound and lights flash, which is different from the security alarm

Gather in the courtyard and principal will give directions via the bullhorn

Each class has a designated area on the courtyard

Classes need to stay together

Counselor will check the house

Teacher on prep will clear the restrooms

Lock doors and close windows on way out

In the event of an earthquake

Students and staff need to be under tables and away from windows

After tremors, exit to courtyard to designated area

Principal will give directions via the bullhorn

Classes need to stay together

Counselor will check the house

Teacher on prep will clear the restrooms

Stay outside until further notice

Each class has own first aide kit

No students are allowed to leave until parents arrive

Emergency food, water, and supplies are stored in an area to be determined

In all cases, can call 911 from class

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	39.0	0.0	30.0	16.5	15.9	4.1
Expulsions	0.5	1.9	0	0.2	0.1	0.1

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 Unity High School rents classroom, multipurpose and office space from a local church. All facilities are in good condition.

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

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

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	9	7	6	2331
Without Full Credential	3	4	6	385
Teaching Outside Subject Area of Competence				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	100.0	0.0
All Schools in District	88.2	11.8
High-Poverty Schools in District	91.7	8.3
Low-Poverty Schools in District	97.9	2.1

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	1.0	216
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	.25	n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)	.25	n/a
Other	1.0	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	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	\$9,368	\$677	\$8691	\$43,368
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a	\$5300	\$65,008
Percent Difference – School Site and State	n/a	n/a	39%	33%

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 Unity High School is structured around an advisory program in which each student is assigned a teacher as advisor. This advisor monitors the student's progress through school and guides students through the graduation and college admissions process. Unity has also provided after school tutoring, as well as SAT and CAHSEE (California Exit Exam) preparation. Unity has also received After School Education and Safety Program (ASES) funding for various after school activities including martial arts and art classes. Unity also has numerous community partners, including Mills College of Oakland, Oakland Food Connection of Oakland and TechBridge of Oakland, California.

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	\$38778	\$40721
Mid-Range Teacher Salary	\$53394	\$65190
Highest Teacher Salary	\$69714	\$84151
Average Principal Salary (Elementary)	\$86673	\$104476
Average Principal Salary (Middle)	\$87127	\$108527
Average Principal Salary (High)	\$89006	\$119210
Superintendent Salary	\$240000	\$210769
Percent of Budget for Teacher Salaries	29.3%	39.9%
Percent of Budget for Administrative Salaries	6.7%	5.5%

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	18	18	21	28	29	33	42	43	46
Mathematics	1	2	2	29	30	34	40	40	43
Science	23	11	18	20	24	33	35	38	46
History-Social Science	12	19	4	15	17	19	33	33	36

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	0	0	*	*
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	2	20	5
Pacific Islander				
White (not Hispanic)				
Male	18	2	14	7
Female	24	3	23	2
Economically Disadvantaged	18	1	19	
English Learners	8	0	*	*
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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	39.0	17.8	21.3	33.5	31.9	33.5	51.1	48.6	52.9
Mathematics	28.2	34.1	42.6	31.3	32.4	33.3	46.8	49.9	51.3

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	78.7	21.3	0.0	57.4	38.3	4.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	77.3	22.7	0.0	59.1	36.4	4.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

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	

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	1	3	2
Similar Schools	1	5	2

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	74	-44	29	624
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	65	-47	44	630
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged		-84	-3	552
English Learners				
Students with Disabilities				

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)

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	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	67
Percent of Schools Currently in Program Improvement	n/a	46.2

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

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

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)			7.6	4.7	7.2	10.5	3.1	3.5	4.4
Graduation Rate	100.0	100.0	85.7	61.3	64.4	66.0	85.0	83.0	79.5

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	91%	N/A	N/A
African American		N/A	N/A
American Indian or Alaska Native		N/A	N/A
Asian		N/A	N/A
Filipino		N/A	N/A
Hispanic or Latino		N/A	N/A
Pacific Islander		N/A	N/A
White (not Hispanic)		N/A	N/A
Socioeconomically Disadvantaged		N/A	N/A
English Learners		N/A	N/A
Students with Disabilities		N/A	N/A

[Career Technical Education Programs \(School Year 2007-08\)](#)

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

Oakland Unity High School does not offer this program.

[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	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

[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	74.9
Graduates Who Completed All Courses Required for UC/CSU Admission	83.3

[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
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics	1	n/a
Science		n/a
Social Science		n/a
All courses	1	1.3

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.

Over the last three year period, Oakland Unity High School has built an average of six staff development days per school year into its school year calendar.