

# Alliance Ouchi-O'Donovan 6-12 Complex

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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.

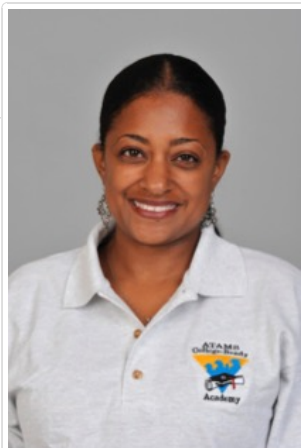
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.



### Dea Tramble (HS) - Edith Funes (MS)

Principal, Alliance Ouchi-O'Donovan 6-12 Complex

#### About Our School

Welcome to the 2016-2017 Alliance Ouchi-O'Donovan 6-12 Complex, (Home of the Lions) school year. It is a pleasure and honor to work with such a wonderful staff and amazing student body. Building on the Alliance 5 Core Values in addition to our school's ESLRs, we will begin the year with a focus on maintaining our standing as one of the highest academically achieving high schools in inner city Los Angeles. I recognize that in order to continue in this way, students, teachers, staff, parents and community members must all work together.

I am so excited to once again, serve as Principal of such an excellent school. As I enter into my 6th year as the Principal of Ouchi-O'Donovan 6-12 Complex, I look forward to the continued efforts of providing rich academic experiences for all of our students, preparing them for the world after high school, and supporting individual learning needs.

As a complex we are a 6-12 Blended Learning School. BLAST will continue to allow students access technology regularly, provide differentiated learning, and offer students opportunities to learn and collaborate with their peers. We live in a technological world and with BLAST, we will work diligently to ensure that our students are fully prepared for any and all challenges that they may face.

With the collaboration and support of all stakeholders, I am confident that we will rise to new levels of excellence. I look forward to meeting new people, forming partnerships, and making Ouchi O'Donovan 6-12 Complex a safe and positive environment!

I look forward to another great year!

Dea Tramble  
Principal

On behalf of myself and the entire staff at the Ouchi- O'Donovan 6-12 complex, I would like to welcome you and your children to what we hope will be another amazing and enriching school year!

Our complex's excellent teaching staff and support personnel want to ensure that every child succeeds. Our goal is to support and encourage each child in achieving his/her optimum potential by instilling in them an intrinsic sense of worth, curiosity and love of learning. If there is something going on that you feel may impact your child's success or focus at school, please communicate with your child's teacher, myself, or any other staff member. We are all here to support you and your student in the pursuit of excellence.



Being actively involved in your child's education is essential in developing a strong partnership between home and school. Whether you are working full-time or stay at home, make sure you take time everyday to connect and be present with your child. Talk to your child about what they are doing in school, have your child read to you, provide a quiet place to do homework everyday, and help your child stay organized! We are a school where everyone shares in the responsibility for the success of every one of our students. We cannot do it alone!

O'Donovan's vision is to provide "enriching, meaningful learning experiences in a safe and supportive learning environment." We are truly excited to offer our students this year the opportunity to be part of our new after-school All Stars Program. This outstanding program is essential in supporting our school. Their efforts provide many after school activities and support our academic programs.

As your principal, I am truly excited to be a part of such a rich and diverse educational community. I am proud with the quality of education that occurs at this school and I am confident that it will continue throughout this exciting 2016-2017 school year! I look forward to working with each of you and creating partnerships that will last for many years to come. Here's to a strong year of teamwork, community building, inclusion, and a commitment to do our best and be our best for Ouchi-O'Donovan 6-12 complex's amazing student population.

Edith M. Funes

Principal

## Contact

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*Alliance Ouchi-O'Donovan 6-12 Complex  
5356 South Fifth Ave.  
Los Angeles, CA 90043-2622*

*Phone: 323-596-2290  
E-mail:*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Alliance Ouchi-O'Donovan 6-12 Complex
<b>Street</b>	5356 South Fifth Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90043-2622
<b>Phone Number</b>	323-596-2290
<b>Principal</b>	Dea Tramble (HS) - Edith Funes (MS)
<b>E-mail Address</b>	
<b>County-District-School (CDS) Code</b>	19647330111641

*Last updated: 2/28/2017*

### School Description and Mission Statement (School Year 2016-17)

We are part of the Alliance College-Ready Public Schools charter organization. Alliance College-Ready Public Schools is the largest nonprofit charter organization in Los Angeles, comprised of 28 free, public charter high schools and middle schools serving nearly 11,500 low-income students. Alliance employs the highest achievement standards and latest innovations in technology to prepare our students for success in college and future careers. Since our founding in 2004, more than 95% of Alliance graduates have gone on to college.

The mission of Alliance College-Ready Public Schools, a nonprofit charter management organization, is to open and operate a network of small high-performing 9-12 and 6-8 public schools in historically underachieving, low income, communities in California that will annually demonstrate student academic achievement growth and graduate students ready for success in college.

Alliance schools significantly outperform traditional public schools in preparing students to enter and succeed in college. Our schools use an educational model based on high expectations of students, small and personalized campuses, a longer school year and a longer instructional day, a team of highly effective teachers and principals, and parents as partners in their child's educational success.

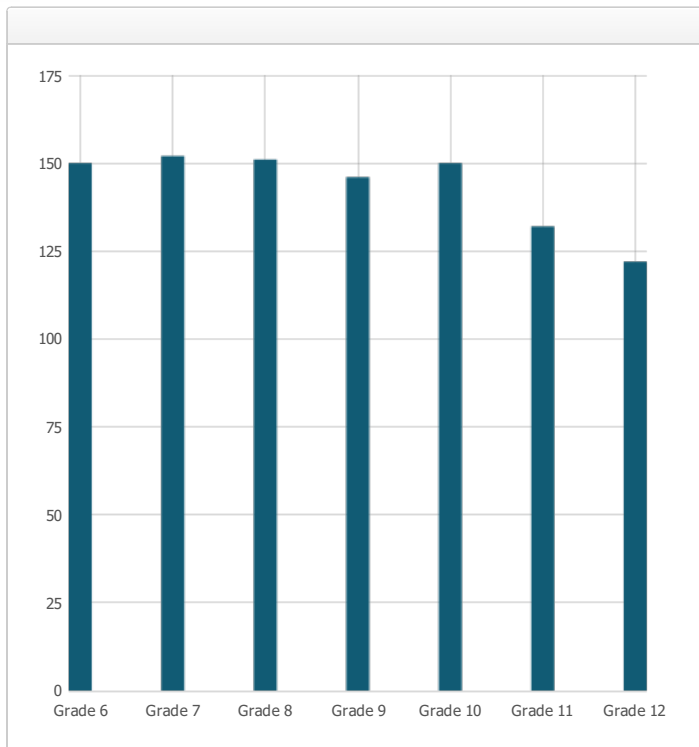
The vision for Alliance schools is that they will consistently demonstrate student readiness for success in college by achieving an annual academic growth rate of 1 to 1.5 years in student results on state academic standards; by increasing student performance on college-readiness indicators including SAT, ACT, and EAP exams; by achieving a 100% success rate on passing high school exit exams; by dramatically reducing dropout rates to 0%, by ensuring that less than 15% of students need remedial English or Math in college.

The Alliance will expand the choice of excellent schools with a high success rate for parents in Los Angeles to surrounding communities in California whose children attend low-performing schools.

*Last updated: 2/1/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	150
Grade 7	152
Grade 8	151
Grade 9	146
Grade 10	150
Grade 11	132
Grade 12	122
<b>Total Enrollment</b>	<b>1003</b>



Last updated: 2/27/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.4 %
American Indian or Alaska Native	0.1 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	92.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.4 %
English Learners	18.2 %
Students with Disabilities	8.5 %
Foster Youth	0.5 %

Last updated: 2/1/2017

## A. Conditions of Learning

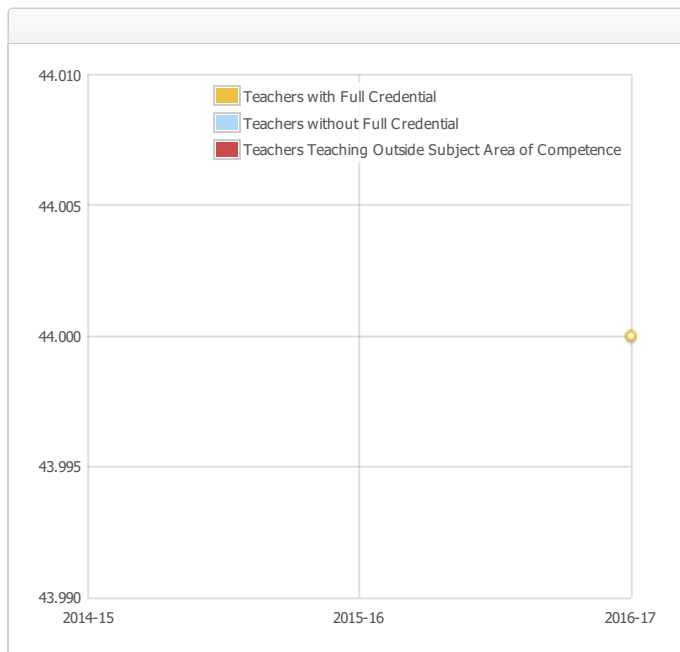
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

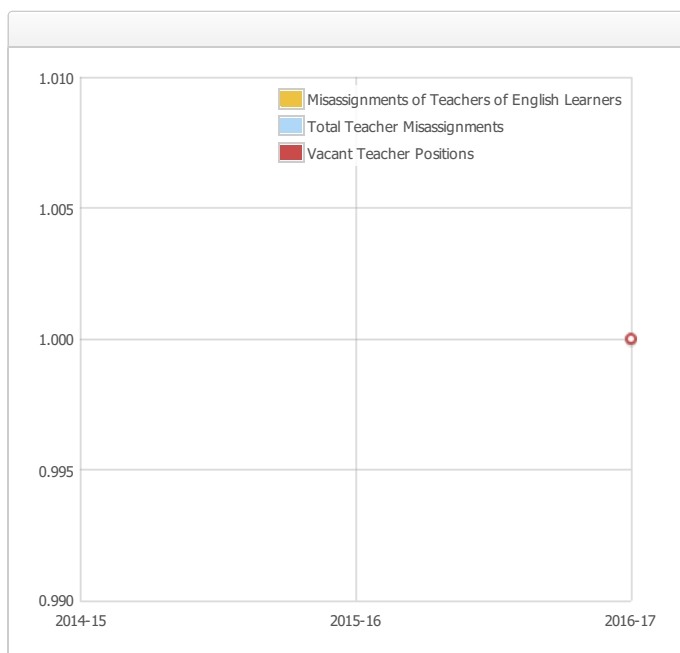
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential			44	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/27/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			1



Note: "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.

Last updated: 2/27/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: 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.

*Last updated: 2/1/2017*

### School Facility Conditions and Planned Improvements

One smoke detector being replaced in January of 2017.

*Last updated: 2/1/2017*

### School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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*Last updated: 2/1/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	39.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	25.0%	19.0%	25.0%	29.0%	34.0%	36.0%

Note: 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.

*Last updated: 2/1/2017*



**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	152	151	99.3%	26.5%
Male	70	69	98.6%	23.2%
Female	82	82	100.0%	29.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.3%	26.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	150	99.3%	26.7%
English Learners	47	47	100.0%	6.4%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	152	151	99.3%	39.7%
Male	76	76	100.0%	32.9%
Female	76	75	98.7%	46.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	143	99.3%	39.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	147	99.3%	40.1%
English Learners	19	18	94.7%	--
Students with Disabilities	12	11	91.7%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	151	150	99.3%	34.7%
Male	70	70	100.0%	28.6%
Female	81	80	98.8%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	140	99.3%	33.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	147	99.3%	34.7%
English Learners	24	24	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	130	129	99.2%	59.7%
Male	69	69	100.0%	58.0%
Female	61	60	98.4%	61.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	120	119	99.2%	58.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.2%	58.9%
English Learners	18	17	94.4%	--
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	152	151	99.3%	15.9%
Male	70	69	98.6%	14.5%
Female	82	82	100.0%	17.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.3%	16.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	150	99.3%	16.0%
English Learners	47	47	100.0%	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/1/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	152	151	99.3%	17.9%
Male	76	76	100.0%	21.1%
Female	76	75	98.7%	14.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	143	99.3%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	147	99.3%	17.7%
English Learners	19	18	94.7%	--
Students with Disabilities	12	11	91.7%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/1/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	151	150	99.3%	21.3%
Male	70	70	100.0%	21.4%
Female	81	80	98.8%	21.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	140	99.3%	22.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	147	99.3%	21.1%
English Learners	24	24	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/1/2017*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	129	99.2%	20.3%
Male	69	69	100.0%	20.3%
Female	61	60	98.4%	20.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	120	119	99.2%	19.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.2%	19.5%
English Learners	18	17	94.4%	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/1/2017*



**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70.0%	50.0%	48.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	300	296	98.7%	48.0%
Male	151	149	98.7%	53.0%
Female	149	147	98.7%	42.9%
Black or African American	19	19	100.0%	47.4%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	279	275	98.6%	48.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	293	289	98.6%	47.8%
English Learners	43	41	95.4%	9.8%
Students with Disabilities	20	17	85.0%	17.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Last updated: 2/1/2017

**Career Technical Education Programs (School Year 2015-16)**

We at Alliance College-Ready William and Carol Ouchi HS believe that our curriculum must be teamed with other components to prepare students for post-secondary education both in and out of the classroom. Although we do not currently offer any Career Technical Education Programs, students may take them at nearby colleges.

*Last updated: 2/17/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	98.4%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	29.9%	27.2%	15.6%
9	41.2%	52.7%	0.0%

Note: 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.

Last updated: 2/1/2017

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2016-17)

We realize that student success is not only measured through academic achievement, but in ensuring that our students are adequately prepared for the future. Parental support and involvement are key components in students’ academic success that are essential for parents to be fully knowledgeable about preparing their children for college. Parents are partners and are needed to take active and meaningful roles to insure the success of our school. Research shows that parent involvement in children’s learning positively impacts student achievement levels. We believe that their participation at our school will really make a difference and will positively impact their child’s academic progress.

We encourage all parents, legal guardians, and adult family members to become actively involved by serving as a parent volunteer. Their time, talent and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of their child.

There are a number of ways parents and guardians can volunteer and demonstrate commitment at our school. Each family is expected to volunteer 40 hours per school year. Parent volunteer service hours can be earned by directly supporting the school and by supporting students academically. School support activities include office support, nutrition and lunch distribution, campus and field trip supervision, and taking on leadership activities on school committees. Academic support activities include Saturday parent workshop participation, classroom support, and tutoring support.

### State Priority: Pupil Engagement

*Last updated: 2/1/2017*

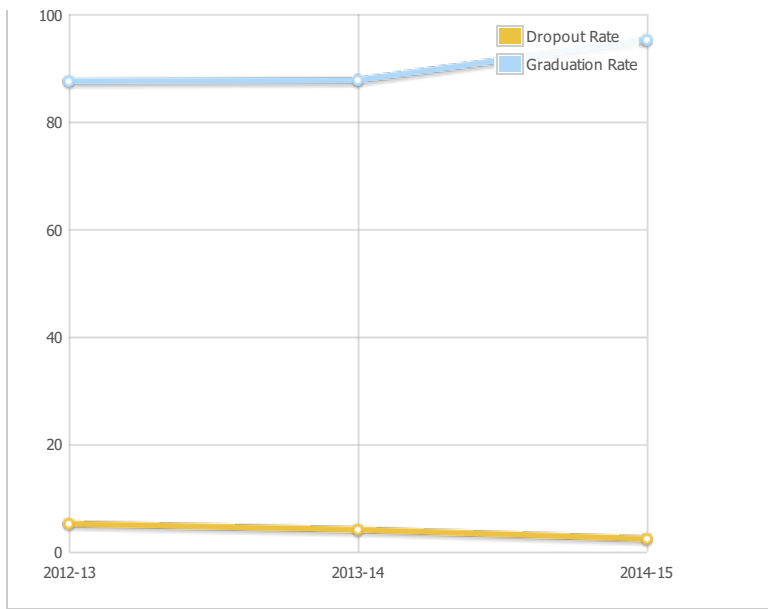
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.2%	4.1%	2.4%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	87.50	87.70	95.20	82.80	82.60	83.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	89	86	85
Black or African American	86	82	77
American Indian or Alaska Native	100	80	75
Asian	100	90	99
Filipino	0	91	97
Hispanic or Latino	89	86	84
Native Hawaiian or Pacific Islander	0	86	85
White	0	88	87
Two or More Races	0	93	91
Socioeconomically Disadvantaged	56	86	77
English Learners	54	39	51
Students with Disabilities	82	57	68
Foster Youth	--	--	--

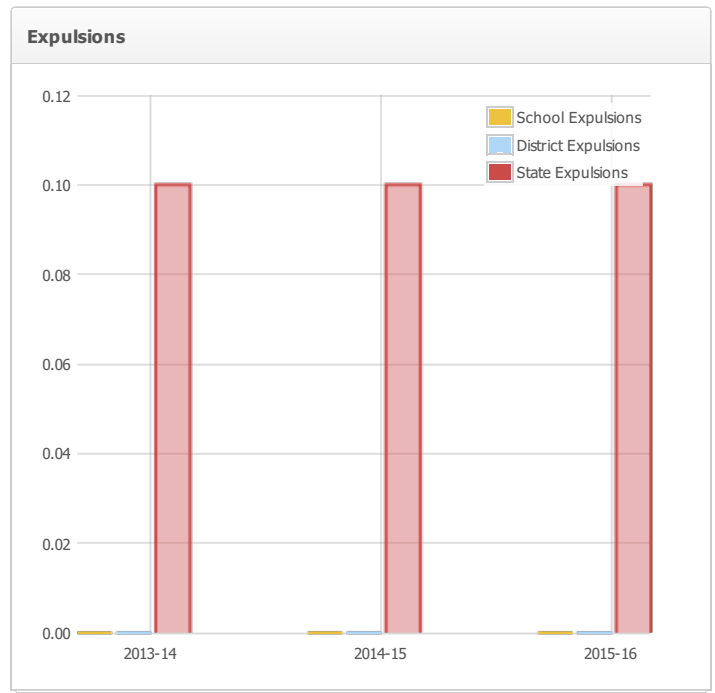
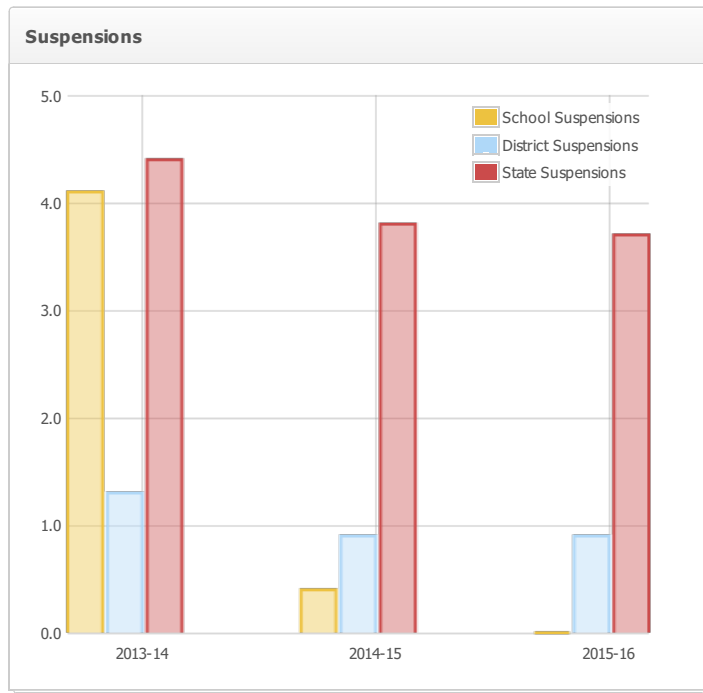
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.1	0.4	0.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

## School Safety Plan (School Year 2016-17)

The School Safety Plan covers Alliance's policies and expectations regarding the practices at each school in maintaining the safety and security of students, staff members and the physical campus, responding appropriately to emergencies, and creating a safe and orderly environment that is conducive to learning.

The Plan is reviewed and updated annually by administration and school employees are trained annually.

Last updated: 2/23/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	29.0	0	25	0	29.0	3	24	0	25.0	11	25	0
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/27/2017



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	3	25	7	29.0	3	28	4	29.0	2	30	3
Mathematics	29.0	3	26	6	29.0	5	20	9	28.0	5	29	1
Science	28.0	3	23	3	29.0	2	21	7	29.0	3	22	5
Social Science	29.0	1	27	1	28.0	3	21	1	30.0	4	17	9

\* 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.

Last updated: 2/23/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	5.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*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.

Last updated: 2/1/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10301.0	--	--	\$54290.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	29.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

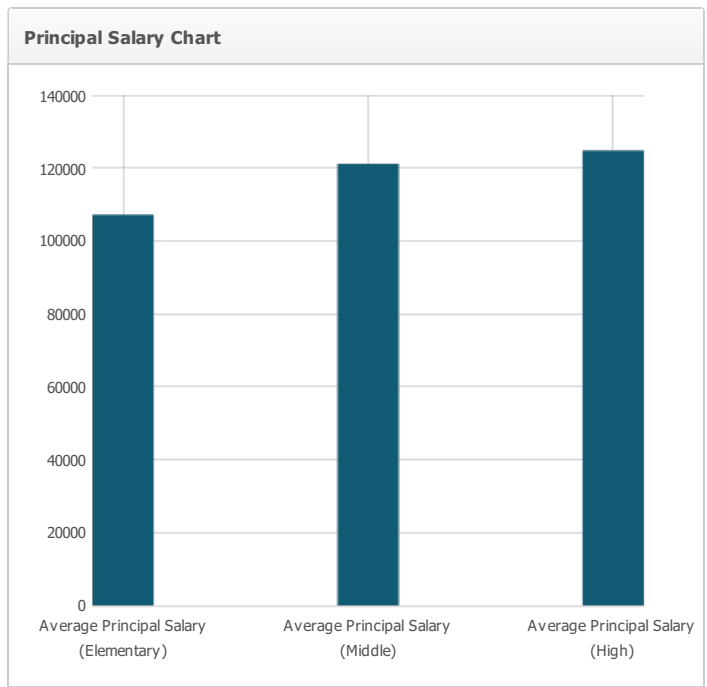
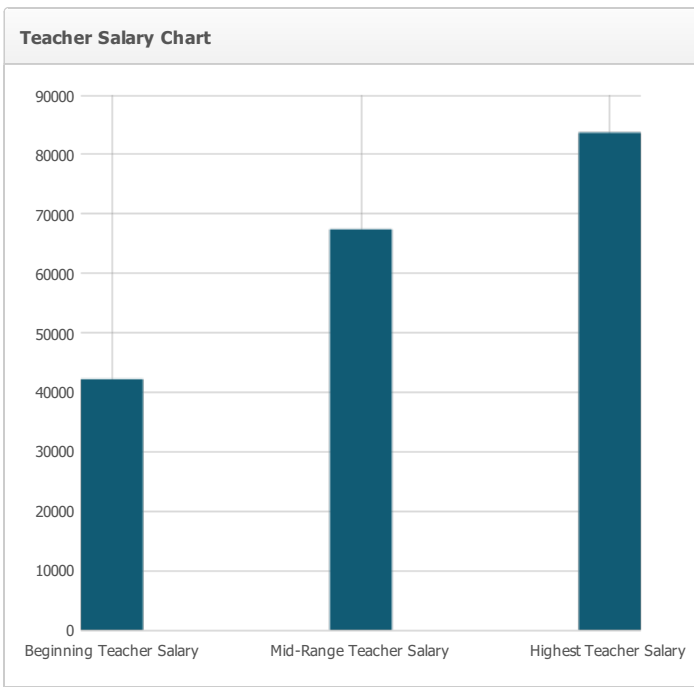
Note: Cells with N/A values do not require data.

Last updated: 2/24/2017

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2017

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	7	N/A
Social Science	1	N/A
All Courses	17	51.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 2/1/2017*

## Professional Development

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Teachers participate in a 5-day professional development seminar before the opening of school. Ongoing professional and personal growth opportunities are conducted on a weekly basis at the school site. Teachers analyze student achievement data and identify student growth needs and interests.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and unit study based on core content standards. Teachers use instructional guides in core content areas and use data from quarterly benchmark assessments to re-teach low performing content standards.

*Last updated: 2/1/2017*