

Alliance Ouchi-O'Donovan 6-12 Complex

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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, Principal

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

About Our School

I would like to personally welcome you to the 2013-2014 school year for Alliance William and Carol Ouchi High School. It gives me great pride and pleasure to serve as the principal of such a wonderful school. We have a very supportive school community, an outstanding staff, and great students.

Ouchi High School supports the Alliance 5 Core Values. We are a small learning community committed to making every student "College-Ready." Our goals are that all of our students will be admitted to college, be successful in college, and complete college. Our teachers continuously work to provide students with rich and meaningful learning experiences in order to reach these goals.

In order to achieve success, it is necessary that parents remain active in their child's academic career. We offer parent academies where parents have an opportunity to learn the many facets of how to support a High School "College Ready student."

I am very privileged to be a new member of the Ouchi family. I am confident that we will rise to new levels of excellence given hard work of our Administrators, staff, and dedicated parents. I invite you to join me as a partner in achieving academic success. I look forward to meeting new people, forming partnerships, and making Ouchi High School a safe and positive environment.

Dea Tramble
Principal

Contact

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

Phone: 323-596-2290
E-mail: dtramble@alliance.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Ramon Cortines
E-mail Address	ramon.cortines@lausd.net
Web Site	www.lausd.net

School Contact Information - Most Recent Year	
School Name	Alliance Ouchi-O'Donovan 6-12 Complex
Street	5356 South Fifth Ave.
City, State, Zip	Los Angeles, Ca, 90043-2622
Phone Number	323-596-2290
Principal	Dea Tramble, Principal
E-mail Address	dtramble@laalliance.org
Web Site	www.ouchihs.org
County-District-School (CDS) Code	19647330111641

Last updated: 3/3/2016

School Description and Mission Statement - Most Recent Year

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.

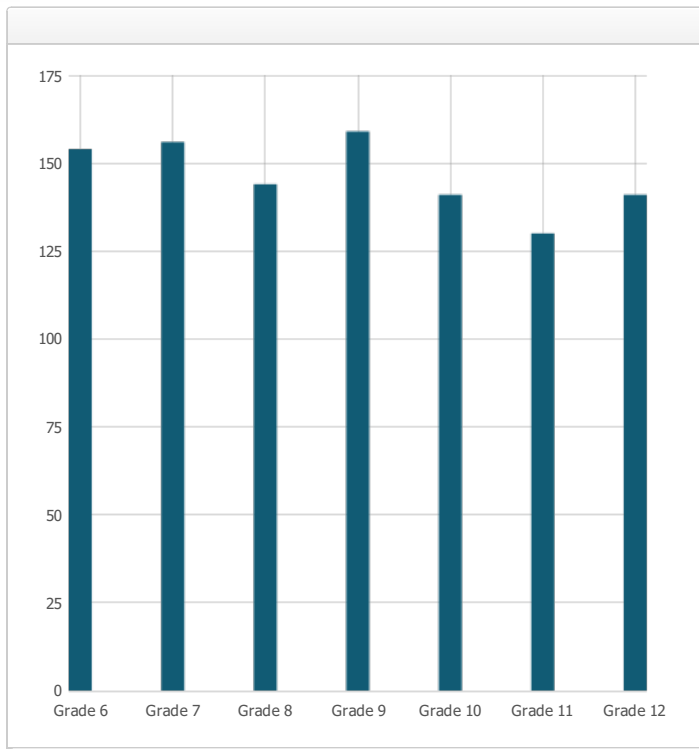
The vision for Alliance schools is that they will consistently demonstrate student readiness for success in college by achieving an annual academic growth rate of 1 to 1.5 years in student results on state academic standards; by increasing student performance on college-readiness indicators including 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: 3/3/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	154
Grade 7	156
Grade 8	144
Grade 9	159
Grade 10	141
Grade 11	130
Grade 12	141
Total Enrollment	1025



Last updated: 3/3/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	9.2 %
American Indian or Alaska Native	0.2 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	90.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	98.0 %
English Learners	16.9 %
Students with Disabilities	8.5 %
Foster Youth	0.2 %

Last updated: 3/3/2016

A. Conditions of Learning

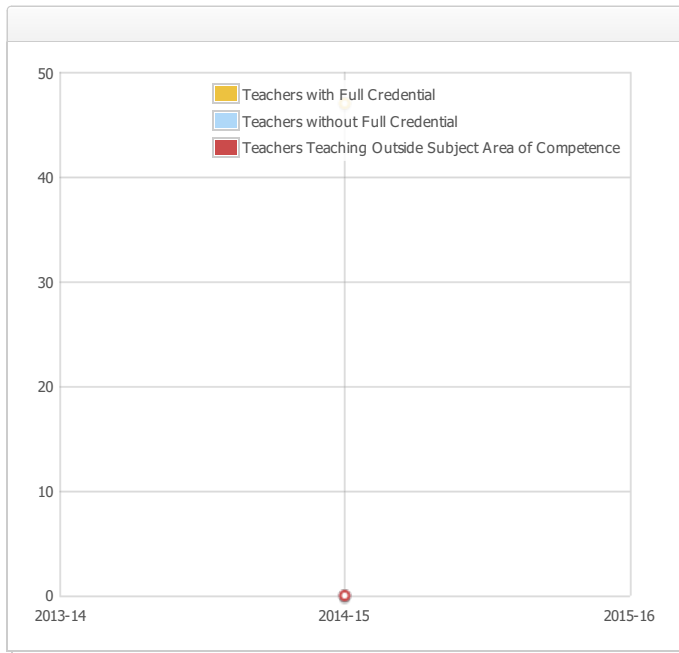
State Priority: Basic

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	
	2013-14	2014-15	2015-16	2015-16
With Full Credential		47		
Without Full Credential		0		
Teachers Teaching Outside Subject Area of Competence (with full credential)		0		



Last updated: 3/3/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		11	



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: 3/3/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 3/3/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The Flex building needs to be improved.

Last updated: 3/3/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Good
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Last updated: 3/3/2016

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	25.0%	25.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/3/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	155	155	100.0%	35.0%	35.0%	21.0%	8.0%
Male	155	77	49.7%	44.0%	34.0%	16.0%	6.0%
Female	155	78	50.3%	27.0%	37.0%	27.0%	9.0%
Black or African American	155	8	5.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	155	147	94.8%	35.0%	35.0%	22.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	155	150	96.8%	35.0%	35.0%	22.0%	7.0%
English Learners	155	29	18.7%	86.0%	10.0%	3.0%	0.0%
Students with Disabilities	155	13	8.4%	77.0%	23.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/3/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	155	154	99.4%	49.0%	24.0%	24.0%	3.0%
Male	155	69	44.5%	55.0%	28.0%	14.0%	3.0%
Female	155	85	54.8%	45.0%	21.0%	32.0%	2.0%
Black or African American	155	9	5.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	155	1	0.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	155	144	92.9%	50.0%	24.0%	24.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	155	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	155	153	98.7%	50.0%	24.0%	24.0%	3.0%
English Learners	155	23	14.8%	96.0%	4.0%	0.0%	0.0%
Students with Disabilities	155	9	5.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/3/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	145	143	98.6%	22.0%	32.0%	42.0%	3.0%
Male	145	66	45.5%	32.0%	30.0%	33.0%	5.0%
Female	145	77	53.1%	14.0%	34.0%	49.0%	3.0%
Black or African American	145	16	11.0%	31.0%	38.0%	31.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	145	127	87.6%	21.0%	31.0%	43.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	145	140	96.6%	22.0%	32.0%	42.0%	4.0%
English Learners	145	26	17.9%	62.0%	35.0%	4.0%	0.0%
Students with Disabilities	145	16	11.0%	69.0%	25.0%	6.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/3/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	127	126	99.2%	7.0%	22.0%	38.0%	33.0%
Male	127	52	40.9%	8.0%	23.0%	40.0%	29.0%
Female	127	74	58.3%	7.0%	22.0%	36.0%	35.0%
Black or African American	127	11	8.7%	9.0%	45.0%	18.0%	27.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	127	1	0.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	127	113	89.0%	7.0%	20.0%	40.0%	33.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	127	1	0.8%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	127	123	96.9%	7.0%	22.0%	37.0%	33.0%
English Learners	127	11	8.7%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	127	10	7.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/3/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	155	155	100.0%	43.0%	32.0%	17.0%	8.0%
Male	155	77	49.7%	43.0%	34.0%	13.0%	10.0%
Female	155	78	50.3%	44.0%	31.0%	21.0%	5.0%
Black or African American	155	8	5.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	155	147	94.8%	43.0%	33.0%	16.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	155	150	96.8%	44.0%	32.0%	17.0%	7.0%
English Learners	155	29	18.7%	83.0%	17.0%	0.0%	0.0%
Students with Disabilities	155	13	8.4%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/3/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	155	154	99.4%	43.0%	31.0%	23.0%	4.0%
Male	155	69	44.5%	45.0%	32.0%	16.0%	7.0%
Female	155	85	54.8%	41.0%	29.0%	28.0%	1.0%
Black or African American	155	9	5.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	155	1	0.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	155	144	92.9%	42.0%	31.0%	23.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	155	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	155	153	98.7%	42.0%	31.0%	23.0%	4.0%
English Learners	155	23	14.8%	91.0%	9.0%	0.0%	0.0%
Students with Disabilities	155	9	5.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 3/3/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	145	144	99.3%	59.0%	22.0%	13.0%	6.0%
Male	145	66	45.5%	64.0%	18.0%	12.0%	6.0%
Female	145	78	53.8%	55.0%	24.0%	14.0%	6.0%
Black or African American	145	16	11.0%	75.0%	25.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	145	128	88.3%	57.0%	21.0%	15.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	145	141	97.2%	58.0%	22.0%	13.0%	6.0%
English Learners	145	27	18.6%	93.0%	7.0%	0.0%	0.0%
Students with Disabilities	145	16	11.0%	94.0%	0.0%	6.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 3/3/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	127	126	99.2%	37.0%	34.0%	25.0%	4.0%
Male	127	52	40.9%	35.0%	38.0%	21.0%	6.0%
Female	127	74	58.3%	38.0%	31.0%	28.0%	3.0%
Black or African American	127	11	8.7%	55.0%	27.0%	18.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	127	1	0.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	127	113	89.0%	35.0%	35.0%	26.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	127	1	0.8%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	127	123	96.9%	37.0%	34.0%	25.0%	4.0%
English Learners	127	11	8.7%	100.0%	0.0%	0.0%	0.0%
Students with Disabilities	127	10	7.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/3/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71.0%	70.0%	50.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/3/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	50.0%
Male	57.0%
Female	43.0%
Black or African American	37.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	51.0%
English Learners	15.0%
Students with Disabilities	21.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/3/2016

Career Technical Education Programs (School Year 2014-15)

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: 3/3/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 3/3/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	68.8%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

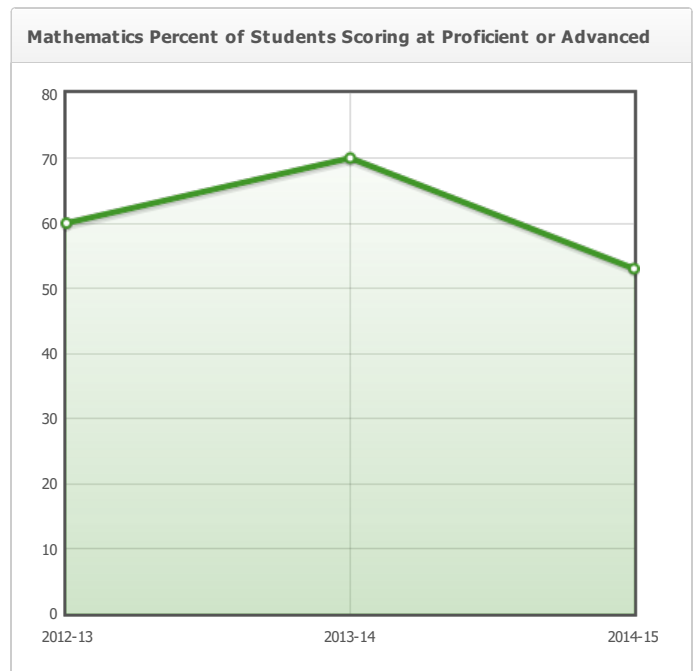
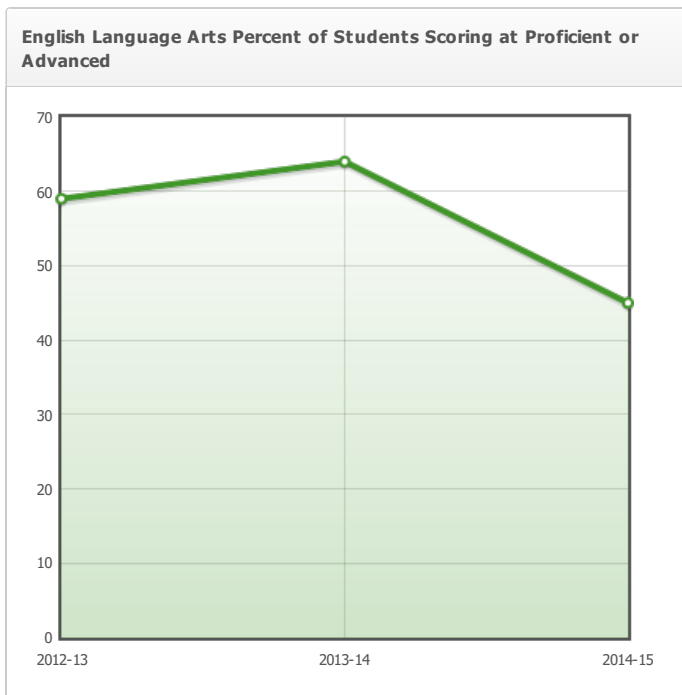
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	59.0%	64.0%	45.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	60.0%	70.0%	53.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 3/3/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if

applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	25.0%	25.0%	46.0%	35.0%	18.0%
All Students at the School	55.0%	31.0%	14.0%	47.0%	37.0%	16.0%
Male	51.0%	42.0%	7.0%	44.0%	42.0%	14.0%
Female	59.0%	19.0%	22.0%	50.0%	32.0%	18.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	55.0%	32.0%	13.0%	46.0%	39.0%	15.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	55.0%	30.0%	14.0%	46.0%	37.0%	17.0%
English Learners	91.0%	9.0%	0.0%	80.0%	20.0%	0.0%
Students with Disabilities	82.0%	18.0%	0.0%	100.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/3/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 3/3/2016

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 - Most Recent Year

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: 3/3/2016

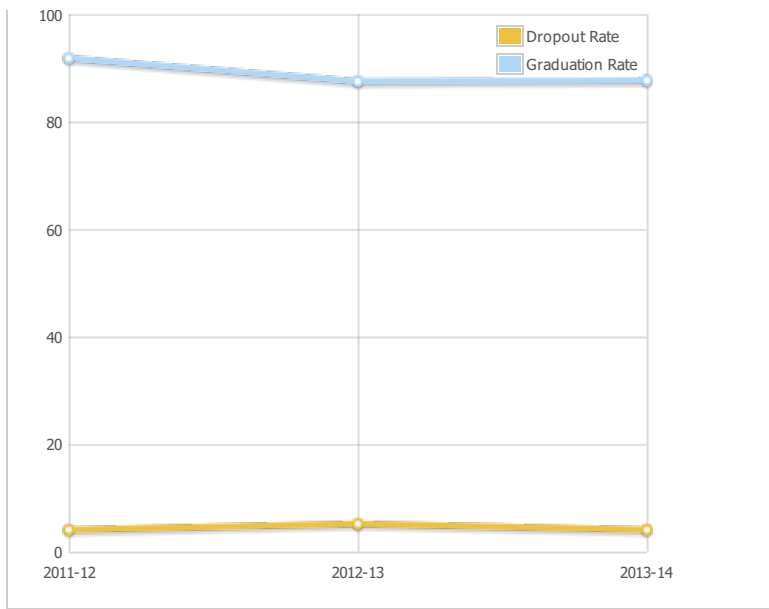
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.1%	5.2%	4.1%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	91.80	87.50	87.70	66.60	68.10	70.20	78.87	80.44	80.95

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



Last updated: 3/3/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	89	88	84
Black or African American	82	86	76
American Indian or Alaska Native	0	87	78
Asian	0	94	92
Filipino	90	92	96
Hispanic or Latino	25	88	81
Native Hawaiian or Pacific Islander	63	92	83
White	88	91	89
Two or More Races	86	92	82
Socioeconomically Disadvantaged	87	89	81
English Learners	94	32	50
Students with Disabilities	92	74	61
Foster Youth	--	--	--

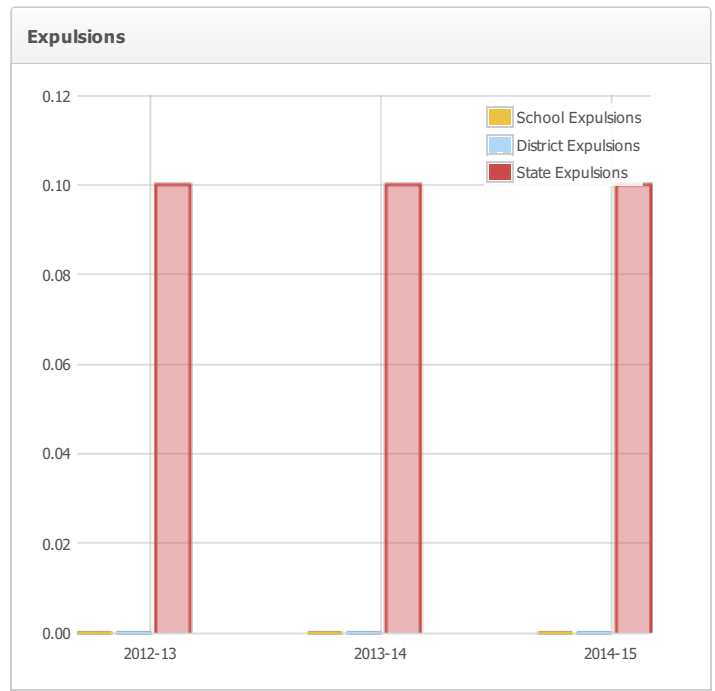
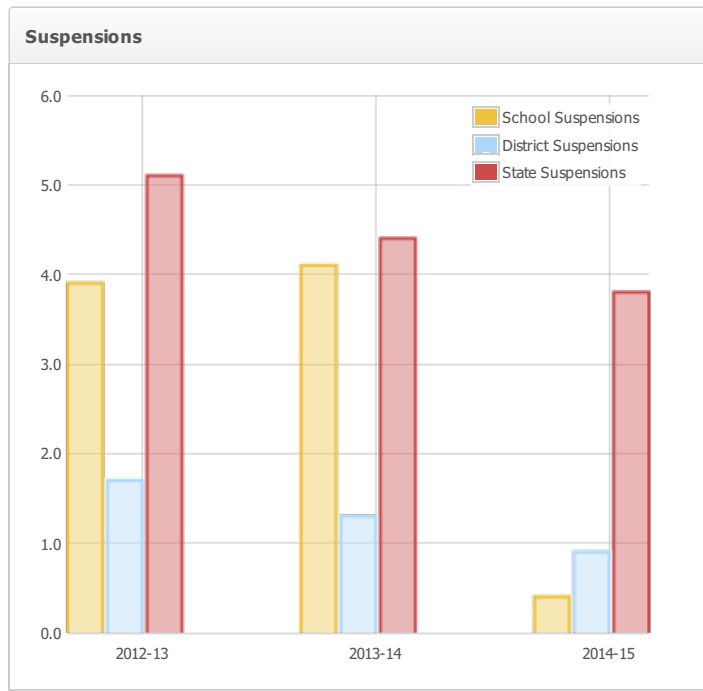
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.9	4.1	0.4	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 3/3/2016

School Safety Plan - Most Recent Year

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

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

Last updated: 3/3/2016