Oak Grove High School

285 Blossom Hill Rd. • San Jose, CA, 95123 • 408.347.6500 • Grades 9-12
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

East Side Union High School District

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School Description
Oak Grove High School is a comprehensive public high school (grades 9-12) with 82 teachers on the staff. It is one of eleven comprehensive high schools in the East Side Union High School District, which also has five alternative education schoolsl. Established in 1967, Oak Grove High School occupies forty-three acres of land in South San Jose. The school is home to approximately 1900 students. Oak Grove has an extremely diverse student population with over twenty-seven major languages represented.

Mission Statement

To provide a safe, caring, learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning, pursue post-secondary education, compete in a changing job market, and participate in a multicultural democratic society.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at 408.347.6500.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	506
Gr. 10	502
Gr. 11	489
Gr. 12	424
Total	1,921

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.4
Asian	20.6
Filipino	3.9
Hispanic or Latino	53.3
Native Hawaiian/Pacific Islander	0.6
White	9.5
Two or More Races	5.0
Socioeconomically Disadvantaged	60.6
English Learners	13.4
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Oak Grove High School	12-13	13-14	14-15
Fully Credentialed	83	81	79
Without Full Credential	2	4	3
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	949
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Grove High School	12-13	13-14	14-15
Teachers of English Learners	1	1	2
Total Teacher Misassignments	1	2	2
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.67	5.33
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Mathematics Vision Project, Secondary Math 1, 2012 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – CK-12 ESUHSD Flexbook 2014 "Chemistry: Connections to Our Changing World" Prentice Hall 2002 Physics - Physics: "Principles and Problems" Glencoe 1995
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002 Economics – "Holt Economics" Holt 2003
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Science labs are adequately equipped

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school site and at the district office.

Cleaning Process and Schedule

The District's Board of Trustees has adopted cleaning standards for all schools. Oak Grove's administration works routinely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings
Oak Grove opened its doors in 1967. Now, almost 50 years later, ninety percent of our classrooms have been renovated to meet the high standards of our community.

Maintenance Projects
To enhance the beauty of the school, trees were planted along the perimeter and all buildings were repainted.

Modernization Projects
We recently completed the Title IX Interior Modernization which includes male and female locker rooms for PE and athletics. Current modernization projects include the U building and theater, with construction due to be completed August 2015.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 28, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Bld PF15 Portable CR & PF 22 Portable CR: The AC unit works after its repaired but needs repair every 2-3 weeks. Action/plan-site to submit work order for Assistant Director of M&O to discuss the problem. Boys' PE: Free standing water in the shower is causing health concerns. No Good Drainage. Action/plan-site to submit work order for Assistant Director of M&O to discuss the problem.
Interior: Interior Surfaces	[X]	[ ]	[ ]	Bld Gymnasium Main: foyer that that leads from boys' locker room to main entrance and gym needs replacement of floor tiles. Tiles are missing and chipping away. Action/plan-site to submit work order for M&O to schedule the work. Bld H2: H2 boys' bathroom is missing floor tiles and light? Maybe censor? We had a small fire in the bathroom. Action/plan-site to submit work order for M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	No item noted.
Electrical: Electrical	[X]	[ ]	[ ]	Tennis Courts: The lights across the boys PE and weight room do not work when the staduium lights are not on. After night games, it gets dark in the area from the stadium to the parking lot. Action/plan-site to submit work order for M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No item noted.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No item noted.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 28, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	Baseball Complex: the dugout roof tops need repair. Work has been completed. Bld P2 Portable CR, P3, P4,PF0, PF1, PF2,PF3, PF4, PF5, PF6, PF7, PF8, PF9, PF10, PF11, PF12, PF13, PF14, PF16, PF 17, PF18, PF19, PF20, PF21, PF22, & PF 23 Portable CR's: All rain gutters and roof tops need to be cleaned from debris. Action/plan-site to submit work order for M&O to schedule the work. Bld PF8 Portable CR: flooding outside of portable. Free standing water is being brought into the classroom, causing more damage. Pavement needs repair. Action/plan-site to submit work order for M&O to schedule the work. Landscape/Hardscape: Concrete is lifted and is uneven under the lunch canopy west, near x building. Four trees are the cause of the lifted concrete. They were to have been removed years ago but were not. Action/plan-site to submit work order for M&O to schedule the work. Solar PV's: A corner of the solar panel was damaged when a delivery truck cut the corner too tight in the student parking lot nearest to the handicap entrance to the football field. Delivery truck was taking a detour while the student lot was getting repaired. Work has been completed. Swimming Pool Complex: The pool tarps are in bad condition. They are torn and have many rips. Many problems with people from the outside trespassing and swimming on weekends and hot days. Action/plan-site to submit work order for M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Bld PF 23 Portable CR: The door can be opened with a knife. Too much space between door and lock. Action/plan-site to submit work order for M&O to schedule the work. Stadium: We have several cuts in the fence around the stadium and around the bleachers. The handicap entrance gate is bent, hit by a car. Action/plan-site to submit work order for M&O to schedule the work.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	42	47	49	52	52	53	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	42	42	46	49	50	52	54	56	55
Math	18	17	19	30	29	28	49	50	50
HSS	38	35	36	43	43	45	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	3	2	3

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.9	28.4	27.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	49
Male	51
Female	48
Black or African American	50
American Indian or Alaska Native	
Asian	75
Filipino	85
Hispanic or Latino	35
Native Hawaiian/Pacific Islander	
White	67
Two or More Races	64
Socioeconomically Disadvantaged	40
English Learners	13
Students with Disabilities	14
Students Receiving Migrant Education Services	17

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	-11	23
Black or African American			
American Indian or Alaska Native			
Asian	0	-20	14
Filipino			
Hispanic or Latino	-1	-5	34
Native Hawaiian/Pacific Islander			
White	6	-12	26
Two or More Races			
Socioeconomically Disadvantaged	6	-1	12
English Learners	13	1	3
Students with Disabilities	-12	7	38

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
To encourage parent participation, Oak Grove maintains a system of open communication. The school uses Schoolloop and Teleparent, to provide parents with immediate access to their students' grades, teachers, and information about school programs and activities. To support parents, Oak Grove hosts a variety of parent information nights, including, but not limited to, Financial Aid and College Awareness Workshops.

The school is aware that students are more likely to be successful if families and educators are informed and work together. Numerous opportunities are available for parents to become active participants at the school site. Please visit our website for meeting dates and locations. We encourage and welcome you to participate in one or more of the following committees:

• African American Parent Association   Ms. Martha Cabrera   (408) 347-6556
• Band Boosters   Mr. Chris Moura   (408) 347-6674
• Comité de Padres Latinos   Ms. Martha Cabrera   (408) 347-6556
• Parent Community Organization   Ms. Martha Cabrera   (408) 347-6556
• School Site Council   Ms. Rhonda Wood   (408) 347-6511
• English Language Advisory Committee   Ms. Martha Cabrera   (408) 347-6556

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

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

School Safety Plan
Oak Grove has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents.   The Safety Plan is developed by the Oak Grove Safety Committee and reviewed by the School Site Council and District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed and practiced during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents in the medium of the Community Newsletter.

The Oak Grove High School Site Safety Plan has (a) comprehensive, enforceable, and consistent:
• Increase number of reported bullying cases by 25% by training teachers; providing a school-wide lesson; and thoroughly investigating cases.
• Reduce number of full day suspensions by 15% by developing alternative consequences; using the resources in our Student Success center.
• Create a campus climate conducive to learning by facilitating the referral process for teachers in order to secure expedited responses by moving away from manual paper referrals to online reporting; create a positive perception of the school through increased community involvement; grow positive exposure for the school.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	8.4	5.1	7.3
Expulsions Rate	0.1	0.0	0.1
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	27.8	28	27	18	22	21	47	23	40	22	43	20
Math	29.2	28	28	13	18	16	16	13	14	44	45	38
Science	30.9	29	30	6	12	10	19	5	4	36	46	44
SS	28.5	28	28	12	14	12	29	10	13	22	38	33

* 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.

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1017

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,104	$42,957
Mid-Range Teacher Salary	$74,444	$69,613
Highest Teacher Salary	$95,445	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$0	$120,526
Average Principal Salary (HS)	$128,614	$129,506
Superintendent Salary	$235,000	$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Restricted	Unrestricted	
School Site	$6,963	$1,572	$5,391	$77,836
District	♦	♦	$5,722	$76,437
State	♦	♦	$4,690	$72,276
Percent Difference: School Site/District			-5.8	0.1
Percent Difference: School Site/ State			-2.6	8.7

Types of Services Funded at Oak Grove High School

In addition to receiving state funds, Oak Grove is the recipient of federal funds based on the number of students who speak English as a second language and the number of students who receive free and reduced lunches. School Site Council has allocated these monies to fund the following programs/services:

- Acceleration and Recovery Classes
- Additional Counselors to Assist Students and Parents
- Part-time teacher to Assist 9th and 10th Grade At-Risk Students
- LinkCrew Program for All Freshmen
- Tutor and Homework Center for All Students
- Professional Development for All Teachers
- Translation and Interpreting Services
- Supplemental Educational Services

Professional Development provided for Teachers at Oak Grove High School

Professional development opportunities for staff members are directly linked to school and WASC goals. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District or through attendance at local education conferences and workshops. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with Common Core State Standards.

Professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	45	23	32	38	33	30
All Students at the School	52	25	22	46	32	22
Male	55	25	20	47	30	23
Female	50	25	25	45	35	20
Black or African American	69	9	22	56	25	19
American Indian or Alaska Native						
Asian	26	35	39	13	38	49
Filipino	31	46	23	15	54	31
Hispanic or Latino	66	22	12	60	29	11
Native Hawaiian/Pacific Islander						
White	25	35	40	30	47	23
Two or More Races	37	24	39	35	24	41
Socioeconomically Disadvantaged	63	21	16	53	33	14
English Learners	93	5	2	83	15	2
Students with Disabilities	84	11	4	80	20	
Students Receiving Migrant Education Services	82	5	14	55	41	5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Oak Grove High School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	42	50	48
Mathematics	49	58	54
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	54	56	50
Mathematics	61	63	56
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	80.50	82.21	84.56
Black or African American	71.43	79.72	75.90
American Indian or Alaska Native	0.00	62.96	77.82
Asian	92.81	92.55	92.94
Filipino	100.00	90.53	92.20
Hispanic or Latino	72.24	73.24	80.83
Native Hawaiian/Pacific Islander	85.71	86.67	84.06
White	85.94	88.08	90.15
Two or More Races	66.67	88.46	89.03
Socioeconomically Disadvantaged	74.31	75.66	82.58
English Learners	46.43	55.53	53.68
Students with Disabilities	47.92	59.46	60.31

Dropout Rate and Graduation Rate			
Oak Grove High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	23.6	18.8	13.5
Graduation Rate	72.28	77.94	82.90
East Side Union High School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	2	♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	4	♦
Science	4	♦
Social Science	7	♦
All courses	24	0.4

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	75.83
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	41.97

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	144
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs
California Partnership Academy: The Academy of Hospitality & Tourism

10th Grade Introduction to Hospitality & Tourism - elective (CTE)
11th grade Tourism & Hospitality Management (CTE)
Summer Internship - elective (CTE)
12th Grade Marketing Hospitality & Tourism - elective (CTE)

Through their participation in the academy, students are able to explore career paths and work with industry professionals. There are multiple events at each educational level which prepare students for the workforce such as an annual Job Shadowing event in February. In addition, students are exposed to a variety of occupations and industries via online surveys, email mentors, field trips, mock interviews. In their senior year, students participate in "Networking for Success," an after-school event in which industry professionals deliver presentations to students who have identified their careers as an area of interest. Professionals discuss with students their experiences and what has made them successful. All levels participate in Familiarization Trips that expose them to multiple industries and workplace settings.