



Oak Grove High School

285 Blossom Hill Road • San Jose, CA, 95123 • (408)347-6500 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



East Side Union High School District

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District Governing Board

Pattie Cortese

Lan Nguyen

Van Thi Le

J. Manuel Herrera

Lorena Chavez

District Administration

Chris D. Funk
Superintendent

Glenn Vander Zee
Assistant Superintendent
Educational Services

Chris Jew
Associate Superintendent
Business Services

Dr. John Rubio
Associate Superintendent
Human Resources

School Description

Oak Grove High School is a comprehensive public high school (grades 9-12) with 77 teachers on staff. It is one of eleven comprehensive high schools in the East Side Union High School District, which also has five alternative education schools. Oak Grove High School occupies forty-three acres of land in South San Jose and first opened its doors on January 2, 1968. The school is home to approximately 1750 students. Oak Grove has an extremely diverse student population with over twenty-five major languages represented.

Oak Grove is committed to fostering a safe and inclusive learning environment that provides high-quality instruction to all students.

- Our school culture is built on a foundation of mutual respect, compassion and dedication to learning.
- We empower students to perform complex tasks and think critically by redefining the roles of teachers and students.

Career Technical Education Programs

California Partnership Academy: The Academy of Hospitality, Entrepreneurship

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

The Academy of Hospitality, Entrepreneurship is dedicated to helping students define their path for success while still in high school. Academy students go to the same core group of classes together, learn about career opportunities in the Hospitality, Entrepreneurship industry, and attend job shadowing and industry familiarization trips. Important 21st Century Skills such as public speaking, collaboration, communication, and problem solving, entrepreneurship and innovation are emphasized in all academy classes. Students make resumes, learn interview skills, get personalized college application help, have industry mentors, and get their first jobs/internships through the program. All academy students are supported through a core team of teachers who meet monthly to plan curriculum, discuss student progress, and create support systems for at-risk students.

The academy electives emphasize the Common Core State Standards of reading, writing, listening, research and inquiry, problem solving and modeling plus data analysis, and communicating reasoning. Sophomore students earn two semester credits upon completion of the Introduction to Hospitality Course that can be used if they choose to attend Mission College in Santa Clara. Senior students earn Guest Service Gold certification through the American Hotel and Lodging Educational Institute. The Academy's Industry Advisory Board is comprised of managers and employees from the lodging, event planning, and restaurant/food-service industries who meet once a semester to evaluate curriculum and projects. Members give feedback on, as well as, create industry-relevant projects and activities for students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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.

About the SARC

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	469
Grade 10	428
Grade 11	470
Grade 12	399
Total Enrollment	1,766

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.3
Asian	21.7
Filipino	5.2
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.6
White	6.9
Two or More Races	4.3
Socioeconomically Disadvantaged	54.9
English Learners	16.5
Students with Disabilities	12.6
Foster Youth	0.6
Homeless	0.7

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 for Oak Grove High School	17-18	18-19	19-20
With Full Credential	78	78.4	77.6
Without Full Credential	3	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	17-18	18-19	19-20
With Full Credential	♦	♦	942.3
Without Full Credential	♦	♦	34.8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Oak Grove High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>A Hands On Introduction to Forensic Science 2014 NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (pilot) AP Physics 1- Wiley</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>History-Social Science</p>	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Foreign Language</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Health</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Visual and Performing Arts</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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 1968. Now, more than 50 years later, ninety percent of our classrooms have been renovated to meet the high standards of our community.

Modernization Projects

Recently completed projects include the upgrade to our school security cameras, fencing around the perimeter of the school, and the modernization of the student restrooms in the H1 and H2 buildings. The library was also modernized to include additional windows to allow for more light and the interior is designed in such a way to promote community and togetherness. The entry to campus from the student parking lot also underwent a complete transformation.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09/2019

System Inspected	Repair Status	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	Noted a few electrical covers missing that electricians are replacing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Signs of potential roof leaks noted in 2 buildings, tickets opened for roofers to review.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Weeds around campus, site to address.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	57	59	59	50	50
Math	27	31	38	39	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	20.0	29.8	14.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Types of Services Funded

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 during the school year and summer
- Additional counseling services to assist students and parents
- Monthly parent and student academic workshops
- LinkCrew program for all freshmen
- Tutor and homework center for all students
- Professional development for all staff
- Translation and interpreting services

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	33	33

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. Induction meetings and instructional coaching support new teachers. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held weekly for 90 minutes on Mondays (if school is in session) so 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	426	93.22	56.84
Male	232	220	94.83	49.08
Female	225	206	91.56	65.05
Black or African American	30	28	93.33	42.86
American Indian or Alaska Native	--	--	--	--
Asian	94	90	95.74	80.00
Filipino	15	14	93.33	50.00
Hispanic or Latino	252	234	92.86	50.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	39	92.86	51.28
Two or More Races	20	18	90.00	66.67
Socioeconomically Disadvantaged	280	261	93.21	52.69
English Learners	101	91	90.10	22.47
Students with Disabilities	64	53	82.81	16.98
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

It is the goal of Oak Grove High School that students will graduate ready for college and 21st Century Careers. The school is aware that students are more likely to be successful if families and educators are informed and work together. To that end, the school promises to:

- Assist parents in understanding academic content and achievement standards and assessments.
- Provide parents with materials and training to help them regularly monitor and improve the achievement of their children.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs of upcoming academic and informational events.

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. Lucero Cesena (408) 347-6556
- Band Boosters Mr. Chris Moura (408) 347-6674
- Comité de Padres Latinos Ms. Lucero Cesena (408) 347-6556
- School Site Council Ms. Martha Brazil (408) 347-6511
- English Language Advisory Committee Ms. Lucero Cesena (408) 347-6556

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	398	87.09	31.31
Male	232	208	89.66	29.95
Female	225	190	84.44	32.80
Black or African American	30	26	86.67	11.54
American Indian or Alaska Native	--	--	--	--
Asian	94	90	95.74	61.11
Filipino	15	13	86.67	30.77
Hispanic or Latino	252	212	84.13	19.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	37	88.10	47.22
Two or More Races	20	17	85.00	23.53
Socioeconomically Disadvantaged	280	245	87.50	26.75
English Learners	101	89	88.12	9.09
Students with Disabilities	64	47	73.44	2.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

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 the school website and via email from an administrator.

The Oak Grove High School Site Safety Plan has (a) comprehensive, enforceable, and consistent goals:

- Ensure each student has a respectful, accepting and emotionally nurturing environment
- Ensure the faculty is prepared in the event of a disaster or an intruder on campus
- Ensure facilities are safe and clean, where our students can learn and thrive

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.2	5.7	3.7
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	3.4
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	441.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.2

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	17	56	6	26	18	59	2	25	17	56	1
Mathematics	23	12	11	1	28	9	48	5	27	13	41	8
Science	29	10	38	11	27	10	50		29	9	32	14
Social Science	28	9	37	9	27	12	42		26	14	36	6

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	3%	5%

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

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

Rate for Oak Grove High School	2015-16	2016-17	2017-18
Dropout Rate	10.7	9.9	12.3
Graduation Rate	83.8	86.3	84

Rate for East Side Union High School	2015-16	2016-17	2017-18
Dropout Rate	10	20.5	17.8
Graduation Rate	85	71.5	75.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	165
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,109	\$1,561	\$7,548	\$94,362
District	N/A	N/A	\$7,444	\$90,756
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.4	3.9
School Site/ State	12.2	14.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	42.59

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	6	N/A
Social Science	5	N/A
All courses	24	23

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

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