

School Accountability Report Card

School Year 2001-2002

School Information		District Information	
School Name	Oak Grove High	District Name	East Side Union High
Principal	Dino Certa, Rich Frias, Julia Lawrence	Superintendent	Joe Coto
Street	285 Blossom Hill Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95123-2048	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408 347-6500	Phone Number	408 347-5000
FAX Number	408 347-6515	FAX Number	408 347-5040
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CDS Code	43-69427-4335204	SARC Contact	Lorraine Guerin

School Description and Mission Statement

School Description

As a California Distinguished School and an Annenberg Leadership School, Oak Grove is preparing students to meet the challenges and demands of the 21st century through its nine Interest Paths. A common thread of critical thinking skills, employability skills, portfolio preparation, and a career theme are interwoven throughout the interest paths, and the curriculum is integrated so that students can learn to synthesize complex concepts and apply higher level thinking skills. Moreover, as a Digital High School, students are utilizing current and emerging technology as an instructional tool, not only to enhance learning across the curriculum, but also to access, integrate, and apply information to solve real world problems.

Noted for its outstanding academic, athletic, and extracurricular programs, Oak Grove offers all students an equal opportunity for academic, personal, and social success. Built in 1967, Oak Grove proudly honors its blue and gold Eagle tradition by tailoring its programs to accommodate the needs of its students. Considered to be its greatest strength, Oak Grove's rich cultural diversity is reflected in its ethnic breakdown.

Mission Statement

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

Expected Schoolwide Learning Results

- Students will demonstrate academic achievement.
- Students will demonstrate logical and effective decision-making skills.
- Students will be able to communicate effectively.
- Students will be community contributors.

Students will demonstrate continued personal development and become self-directed learners.

Opportunities for Parental Involvement

Contact Person Name	Julia Lawrence	Contact Person Phone Number	408.347.6540
Oak Grove encourages parent involvement. Parents can access grades and attendance regularly through the internet using Parent Connect. Numerous parents meet on an advisory capacity and serve on School Site Council and Parent Booster Clubs.			

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 9	724
Grade 10	676
Grade 11	657
Grade 12	565
Ungraded Secondary	30
Total	2652

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	227	8.6	Hispanic or Latino	873	32.9

American Indian or Alaska Native	18	0.7	Pacific Islander	23	0.9
Asian-American	648	24.4	White (Not Hispanic)	746	28.1
Filipino-American	117	4.4	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	August, 2001	Date Last Discussed with Staff	8/27/2002
<p>Oak Grove continues to be a safe and secure campus. The school community has developed a Safety Plan. The plan addresses all aspects of safety from violence prevention to earthquake preparedness. A critical element of Oak Grove's safe campus is its co-curricular programs that serve as outlets for the diversified student population. Ongoing community access to the campus facilities has further promoted the notion of a safe, secure campus.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>Oak Grove High School has a written discipline plan that was developed by staff and parents in accordance with district policy. The plan is mailed to parents at the beginning of each school year. Special programs have been developed by the school to encourage appropriate student behavior. In-school suspension and after school detention are designed to retain students in the system, yet correct misbehavior and truancy.</p> <p>Oak Grove has been able to maintain and monitor student attendance to the point that the average number of students attending on a daily basis was 95.6%.</p>

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	391	322	290	2549	2101	2109
Suspensions (rate)	14%	12%	10.9%	10%	9%	9%
Expulsions (number)	4	3	2	74	31	31

Expulsions (rate)	.1%	.1%	.1%	.3v	.1%	.1%
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School Facilities

Oak Grove High School was established in 1967. The present site was opened in 1968 with a designed capacity of 1,800 students. Many new buildings have been added to accommodate a current enrollment of 2,658. The custodial crew continues to do an outstanding job of keeping Oak Grove running smoothly and maintaining its attractive appearance and clean environment.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	30	29	---	27	32	---	28	33
10	---	31	31	---	27	30	---	31	33
11	---	26	34	---	24	28	---	29	31

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School	District	State
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	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	16	---	---	17	---	---	21
10	---	---	15	---	---	15	---	---	21
11	---	---	15	---	---	13	---	---	18

CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	13	---	---	7	---	---	22
10	---	---	19	---	---	22	---	---	26
11	---	---	24	---	---	18	---	---	25

CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	21	---	---	22	---	---	24
10	---	---	16	---	---	19	---	---	24
11	---	---	26	---	---	23	---	---	31

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	28	30	9	37	25	29	
10	30	31	1		14	34	

11	30	37	1		14	37	
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CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	18	14	11	18	18	16	
10	20	9	5		12	16	
11	16	14	9		11	15	

CST - Subgroups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	22	20	6	27	8	21	
10	24	9	1		13	18	
11	27	23	8		18	26	

CST - Subgroups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	22	20	6	27	8	21	
10	24	9	1		13	18	
11	27	23	8		18	26	

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	20		40	36	15		37	
10	23		44	32	16		42	
11	16		41	35	18		47	

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	11		31	6	8		16	
10			29		8		18	
11			30	18	4		14	

CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			27				13	
10	18		29	41	10		20	
11			31	33	12		33	

CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
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9	14		32	28	12		21	
10	6		31	14	7		24	
11	7		41	29	9		34	

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	33	36	35	30	32	33	35	35	34
10	29	31	35	26	28	31	34	34	34
11	31	32	37	29	29	30	36	37	37

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	57	56	56	57	56	60	51	51	52
10	46	43	50	46	47	50	46	45	46
11	51	47	49	48	47	48	47	46	47

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	38	32	10	45	21	36	

10	37	33	0	41	18	38	
11	36	39	4	42	20	40	

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	55	58	45	60	50	56	
10	53	45	19	55	43	51	
11	49	49	23	52	43	50	

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	31		46	34	20		45	
10	28		44	32	19		51	
11	20		42	39	25		50	

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	48		80	53	39		57	
10	46		73	64	27		61	
11	21		69	61	31		55	

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness

standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	22.7	16.3	28.0	23.4	20.2	27.0	22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at [Error! Hyperlink reference not valid.](#) or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	91	96	100	Percentage Tested	96	100	97
API Base Score	655	631	637	API Growth Score	618	636	632

Growth Target	7	8	8	Actual Growth	-37	5	-5
Statewide Rank	7	5	6				
Similar Schools Rank	8	3	2				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score		522	553	API Growth Score		554	566
Growth Target		6	6	Actual Growth		32	13
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score	727	699	689	API Growth Score	690	687	730
Growth Target	6	6	6	Actual Growth	-37	-12	41
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	546	540	557	API Growth Score	529	553	515
Growth Target	6	6	6	Actual Growth	-17	13	-42
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			

Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	712	691	699	API Growth Score	668	700	694
Growth Target	6	6	6	Actual Growth	-44	9	-5

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	499	551	551	API Growth Score	540	547	545
Growth Target	6	6	6	Actual Growth	41	-4	-6

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	NO	NO	NO	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	YES	YES	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	YES	YES	Exited Title 1 Program Improvement			
Received II/USP \$	NO	YES	YES				

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	2658	2747	2686	24259	24577	24282	165903 0	170349 2	173557 6
Number of Dropouts	19	11	12	1098	840	601	46470	47282	47899
Dropout Rate	0.7	0.4	0.4	4.5	3.4	2.5	2.8	2.8	2.8

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	24.59	52	53	9	24.96	44	60	8	23.44	51	59	4
Mathematics	27.33	20	48	15	25.85	30	54	4	23.72	42	32	15
Science	29.00	8	50	20	28.47	10	53	16	26.98	15	50	15
Social Science	30.74	7	32	30	30.86	1	45	24	27.45	18	24	24

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	123	120	120
Full Credential (full credential and teaching in subject area)	107	100	102
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	25	22	20
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	8	5

Teacher Evaluations

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators and peer coaches (colleagues trained in improving the delivery of instruction). The Directors are required to provide formal written evaluations for permanent teachers, counselors and student advisors every other year. Temporary and probationary teachers are evaluated annually. The Directors also evaluate the performance of the Director of Activities. The Directors, in turn, are evaluated by the Superintendent.

Teachers participate in staff development programs offered by the district and Oak Grove High School. In addition, many take advantage of local college and university classes, and workshops offered by the Santa Clara County Office of Education. Fifty mentor teachers and fourteen subject-area-coordinators support teacher improvement and curriculum development.

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	3

Librarian	1
Psychologist	1
Social Worker	*
Nurse	**
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

* Oak Grove has social worker interns on the campus to assist students and families in need.

** There are two nurses in the district who serve all schools.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
3	884.00

VII. Curriculum and Instruction

School Instruction and Leadership

In response to input gathered from community collaborative stakeholders, from Workforce Silicon Valley Businesses, and from reading the Secretary of Labor's SCANS 2000 Report (Secretary's Commission on Acquiring Necessary Skills), Oak Grove is engaging in a school-to-career focused restructuring effort to increase student achievement and to prepare students to meet the challenges and demands of the 21st century. To that end, Oak Grove has researched, piloted and adopted a school-to-career format that will not only add relevancy to the curriculum, but will also fuel the continuum of change at Oak Grove High School. Therefore, nine interest paths have been formalized, and all incoming freshmen were enrolled in their choice of: Air Force Jr. ROTC, Business & Finance, Communication/Performing Arts, Eagle Engineering, Environmental Studies, Health/Sports Medicine, Public Service, Travel & Tourism and Information Technology

Professional Development

Because professional development is the engine of reform that fuels increased student achievement through research-based teacher education, it continues to be an essential component in Oak Grove High School's master plan for educational excellence. Carefully aligned with state and district content and

performance standards and with our Expected Schoolwide Learning Results (ESLR's), Oak Grove's professional development plan not only directly supports students' needs, our WASC Action Plan and the California State Coordinated Compliance Review requirements, but it is also designed to effect increased student achievement for all students.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$40.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$200.00 plus.

New textbooks were adopted by the Board of Trustees for courses in ELD, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks will be phased into schools over the next few years to replace outdated textbooks.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

In an effort to continue to provide students and staff with up to date materials and technology, computers have replaced dated typewriters in business education classes and more VCR's are evident in all classrooms. Computers with laser printers have been made available for teachers to use during their preparation periods

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	71,314	64,800
10	71,314	64,800
11	71,314	64,800
12	71,314	64,800

Total Number of Minimum Days

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VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	2	48
Computer Science	2	3	79
English			
Foreign Language			
Mathematics	2	8	170
Science			
Social Science	1	3	101

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
12404	8645	69.7

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
558	253	45.3

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	604	614	565	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	38	46	49	38	40	40	36	37	37
Average Verbal Score	479	480	459	459	462	453	492	492	490
Average Math Score	510	516	487	502	500	494	517	516	516

College Admission Test Preparation Course Program

Oak Grove High School has always participated in a college admissions test prep program. This year we have contracted with KAPLAN, Inc. There are approximately 100 students who are enrolled and prepared to take the test in May and June. The program has proven to be very successful in enabling our students to score higher on the SAT and ACT college entrance exams.

Degree to Which Students are Prepared to Enter Workforce

Although the Oak Grove High School Career Interest Paths will have the latitude to format their programs according to their needs, all Career Interest Paths will share the same Standards for Mission and Core Curricular Skills. In addition, because Oak Grove's restructuring effort is aimed at increasing achievement for all students, students with special needs and/or of different social, academic, economic, ethnic, racial, and traditionally under-represented gender backgrounds will have equal access to the curriculum through the career interest paths.

Using the Oak Grove High School Standards for a Quality Integrated School-to-Career Program, career paths will develop four-year individualized learning plans. Through this comprehensive plan of services, students will follow structured pathways within a career theme employment, advanced occupational training, or higher education. A common thread of critical thinking skills, SCANS employability skills, portfolio preparation, and a career theme will be interwoven throughout the interest paths, and the curriculum will be integrated so that students can learn to synthesize complex concepts and apply high-level thinking skills across subject matter boundaries to comprehend content. Moreover, students will utilize current and emerging technology as an instructional tool, not only to enhance learning across the curriculum, but also to access, integrate, and apply information to solve real world problems.

To enhance and add relevance to school learning, students will participate in work-based learning opportunities that include career-related trips at each grade level, job shadowing, and services. Not only will student achievement, attendance, and retention be increased, but the relevance added by work-based learning will also enhance student-teacher interaction and make learning more meaningful.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Error! Hyperlink reference not valid.](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note: 2001-02 data was not available at this time.)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212
Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750
Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

Expenditures (Fiscal Year 2000-2001) (Note: 2001-02 data was not available at this time.)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$173,933,670	\$7,385	\$6,534	\$6,360

Types of Services Funded

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Oak Grove received additional funds to provide assistance to students with special needs. The following

is a list of specially funded programs:

- English Language Learners
- Gifted and Talented Education
- Student Assistant Program
- Peer Tutoring
- Speech Therapy
- Crisis Counseling
- Learning Handicapped
- Transitional Program for Refugee Children
- Vocational Education
- Cooperative Work Experience
- Emergency Immigrant Aid
- ROTC Magnet Program
- Eagle Program (Drop-out Prevention)
- Travel / Tourism Magnet