

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Oak Grove High	<b>District Name</b>	East Side Union High
<b>Principal</b>	Rich Frias	<b>Superintendent</b>	Esperanza Zendejas, Ed.D.
<b>Street</b>	285 Blossom Hill Road	<b>Street</b>	830 N. Capitol Ave.
<b>City, State, Zip</b>	San Jose, CA 95123-2048	<b>City, State, Zip</b>	San Jose, CA 95133-1316
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## School Description and Mission Statement

### School Description

As a California Distinguished School, Oak Grove is preparing students to meet the challenges and demands of the 21<sup>st</sup> Century. The teachers place high expectations on student achievement and if students successfully complete the rigorous requirement of the A-G curriculum, they will be ready for any four year university in the country. Technology is a very important element of our curriculum. It is woven into lessons of every academic department so that learning is enhanced, thereby allowing students 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.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Julia Lawrence</b>	<b>Contact Person Phone Number</b>	<b>408.347.6540</b>
Oak Grove encourages parental involvement. Parents are encouraged to join PTSA, School Site Council, Bilingual Advisory Committee, Bank, and Athletic Boosters. Parents can access grades and attendance regularly through the internet using Parent Connect. We also encourage all parents to access the Web page for information and announcements.			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	699
Grade 10	701
Grade 11	643
Grade 12	609
Ungraded Secondary	18
<b>Total Enrollment</b>	<b>2670</b>

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	250	9.4	Hispanic or Latino	915	34.3
American Indian or Alaska Native	18	0.7	Pacific Islander	23	0.9
Asian	628	23.5	White (Not Hispanic)	720	27.0
Filipino	116	4.3	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>May, 2003</b>	<b>Date Last Discussed with Staff</b>	<b>August 26, 2003</b>
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.			

### School Programs and Practices that Promote a Positive Learning Environment

Oak Grove High School has collaborated with all East Side Union high schools and the district office to adopt a written disciplinary policy. The plan is mailed to parents/guardians 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.

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%.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	322	290	243	2101	2109	2621
<b>Rate of Suspensions</b>	12%	10.9%	9.1%	9%	9%	11.2%
<b>Number of Expulsions</b>	3	2	5	31	31	47
<b>Rate of Expulsions</b>	.1%	.1%	.2%	1%	1%	.2%

### School Facilities

Oak Grove High School was established in 1967. The present site was opened in 1968 with a current enrollment of 2,650, many additional buildings have been built over the years to accommodate the increased enrollment.

In the past two years, seven buildings have been renovated—upgrading technology and modernizing classrooms and computer labs. Currently, the music building is in the initial stage of renovation and we expect completion by the spring of 2005.

The swimming pools have just been renovated, with an up-to-date filtering system and auto chlorination. It is expected that the football field and track will be upgraded by the spring of 2005, to include all-weather track and artificial surface on the football field.

Oak Grove has a beautiful campus and much of the credit goes to the outstanding custodial crew, which keeps the school running smoothly and maintains 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, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	30	31	35	26	30	31	30	32	35
<b>Not Tested</b>	6	6	1	8	10	2	6	8	1
<b>Mathematics</b>									
<b>Proficient or Advanced</b>		15	16		15	17		31	35
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>Science</b>									
<b>Proficient or Advanced</b>		40	20		31	21		30	27
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>History/Social Science</b>									
<b>Proficient or Advanced</b>		21	24		21	25		28	28
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							
<b>Proficient or Advanced</b>	25	29	50	39	19	38	44
<b>Not Tested</b>	3	0	1	1	1	0	2
<b>Mathematics</b>							
<b>Proficient or Advanced</b>	7	7	31	21	6	7	17
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>Science</b>							
<b>Proficient or Advanced</b>	12		30	21	10	0	26
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>History/Social Science</b>							

<b>Proficient or Advanced</b>	21		37	19	11	8	28
<b>Not Tested</b>	---	---	---	---	---	---	---

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English Language Arts</b>								
<b>Proficient or Advanced</b>	32	39	8	24	38	2	39	
<b>Not Tested</b>	1	1	1	0	2	3	1	
<b>Mathematics</b>								
<b>Proficient or Advanced</b>	18	14	10	15	17	2	17	
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>Science</b>								
<b>Proficient or Advanced</b>	22	17	4	18	20	1	21	
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>History/Social Science</b>								
<b>Proficient or Advanced</b>	27	20	3	17	25	4	25	
<b>Not Tested</b>	---	---	---	---	---	---	---	---

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Reading</b>	33	36	49	29	31	46	44	45	43
<b>Mathematics</b>	49	52	54	50	53	51	53	55	50

## NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	40	36	62	60	33	53	57
Mathematics	39	29	77	74	34	47	59

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	42	56	19	37	52	9	53	
Mathematics	54	53	36	52	54	15	58	

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		37%	40%					61%	37%
10		41%	38%					48%	43%
11		7%	36%					41%	33%
12		6%	29%					57%	41%

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

*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	16.0	17.5	14.5	23.5	20.9	25.9	24.8	23.3	26.2

## 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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base 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:** Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	96	100	97	Percent Tested	100	97	97
API Base Score	631	637	624	API Growth Score	636	632	639
Growth Target	8	8	9	Actual Growth	5	-5	15
Statewide Rank	5	6	5				
Similar Schools Rank	3	2	1				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score	522	553	572	API Growth Score	554	566	576
Growth Target	6	6	7	Actual Growth	32	13	4
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score	699	689	714	API Growth Score	687	730	720
Growth Target	6	6	7	Actual Growth	-12	41	6
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Hispanic or Latino				Hispanic or Latino			
API Base Score	540	557	513	API Growth Score	553	515	550
Growth Target	6	6	7	Actual Growth	13	-42	37
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	691	699	684	API Growth Score	700	694	681
Growth Target	6	6	7	Actual Growth	9	-5	-3

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	551	551	548	API Growth Score	547	545	589
Growth Target	6	6	7	Actual Growth	-4	-6	41

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District				
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0	
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0	
Exited Title 1 Program Improvement	No	No	No					
Years Identified for Program Improvement								
California Programs	2001	2002	2003					
Eligible for Governor's Performance Award	No	No	No					
Eligible for II/USP	Yes	---	---					
Applied for II/USP Funding	Yes	---	---					
Received II/USP Funding	No	---	---					



## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	2747	2686	2652	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	11	12	7	840	601	438	47282	47899	48454
Dropout Rate (1-year)	0.4	0.4	0.3	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	96.8	97.0	97.7	82.5	82.6	83.8	85.9	86.7	86.9

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9<sup>th</sup> grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9<sup>th</sup> grade math and science at 20 to 1 or 25 to 1.

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	24.96	44	60	8	23.44	51	59	4	24.92	47	65	2
<b>Mathematics</b>	25.62	30	48	4	23.96	37	30	14	25.93	34	40	7
<b>Science</b>	28.47	10	53	16	26.98	15	50	15	26.81	12	60	14
<b>Social Science</b>	30.96	1	42	24	27.16	18	24	21	29.68	6	36	26

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
<b>Total Teachers</b>	120	120	117
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	100	102	97
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	22	20	24
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	8	5	4

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### Professional Qualifications of Teachers

Oak Grove High School's teachers meet or exceed all California State teaching credential requirements as determined by the East Side Union High School District.

### 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 his/her designee.

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. BTSA 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	3
Librarian	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	884.00

## VII. Curriculum and Instruction

### School Instruction and Leadership

Currently, Oak Grove utilizes a shared leadership model, with three directors dividing the leadership responsibilities. However, the outstanding teachers and support staff drive the innovations and researched based curriculum, which directly affect student success.

Oak Grove is truly a great place for students to learn, to be challenged and to discover success.

## 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.

Currently, the entire staff is engaged in writing lesson plans using the UbD (Understanding by Design) method. This method allows us to focus on aligning our curriculum to the California State Standards and give students a clearer understanding of what they are learning and why.

## 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 \$50.00 and \$80.00. Students who take five required courses may have as many as 5 texts with a total value of \$250.00 plus.

New textbooks were adopted by the Board of Trustees for courses in: Algebra 1, English 1, 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	71,514	64,800
10	71,514	64,800
11	71,514	64,800
12	71,514	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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include 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	1	26
Computer Science	2	3	29
English	1	1	30
Foreign Language			
Mathematics	2	6	161
Science			
Social Science	1	4	115

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
12404	8645	69.7

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
508	223	43.9

## 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. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Grade 12 Enrollment</b>	614	565	609	5693	5590	5952	357789	365907	385181
<b>Percent of Grade 12 Enrollment Taking Test</b>	46.25	48.50	42.70	39.91	40.21	38.17	36.66	37.26	36.63
<b>Average Verbal Score</b>	480	459	483	462	453	460	492	490	494
<b>Average Math Score</b>	516	487	513	500	494	498	516	516	518

## College Admission Test Preparation Course Program

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## Degree to Which Students are Prepared to Enter Workforce

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, work experience, mentorships and the Marketing ROP program. These opportunities not only enhance the student's educational experience, but also make learning more meaningful. These opportunities increase student academic achievement, attendance, and retention rate.

The Travel & tourism, Business & Finance and AFJROTC Academies do much to incorporate school-to-career themes throughout their curriculum. There is a common thread of critical thinking skills, SCANS employability skills, portfolio preparation, and a career theme interwoven throughout the classes. Students also learn to 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.

This year Oak Grove High School piloted the first school-to-career program for Special Education by forming the SDE Career Academy.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

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)
\$176840149	\$7524	\$6969	\$6719

### Types of Services Funded

In 2002-2003, 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
- Travel & Tourism NAF Academy
- Business & Finance NAF Academy