

1999-2000 School Accountability Report Card (SARC)

This SARC is for the 1999-2000 school year. SARCs are published late due to the fact that some of the data is not released officially from the State until April of the following year.



830 N. Capitol Avenue
San Jose, CA 95133
408.347.5000

Board of Trustees

Craig Mann, President
J. Manuel Herrera, Vice President
Jeff Ota, Clerk
Patricia Martinez-Roach, Member
Juanita Ramirez, Member

Superintendent

Joe Coto

Oak Grove High School

285 Blossom Hill Road, San Jose, CA 95123 • 408.347.6500
John Cannizzaro, Alan Garofalo, Julia Lawrence, Directors

Mission Statement

Our mission at Oak Grove High School is to offer all students the opportunity to gain the skills and knowledge that will empower them to become contributing members of society.

School Goals

- Improve graduation rates
- Increase number of students achieving “a-g” sequence (National Science Foundation)
- Increase number of students attending 2-4 year colleges
- Reduce drop out rate
- Increase average daily attendance rate
- Increase the success rate in the core subjects by having a higher percentage of students receiving A’s, B’s, or C’s
- Increase the success rate on the STAR Test

School Profile

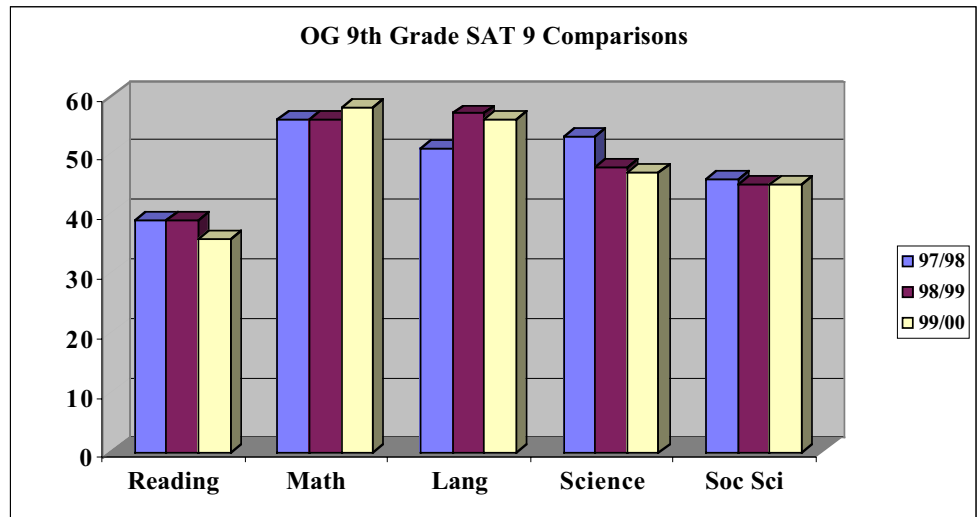
As a California Distinguished School and an Annenberg Leadership School, Oak Grove is preparing students to meet the challenges and demands of the 21st century through its nine Interest Paths. A common thread of critical thinking skills, employability skills, portfolio preparation, and a career theme 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. Due to its tradition of excellence, parents take an especially active role in supporting the program. Each year, they raise over \$30,000 to support school activities. 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.

Ethnic Breakdown of Student Body 1999-2000

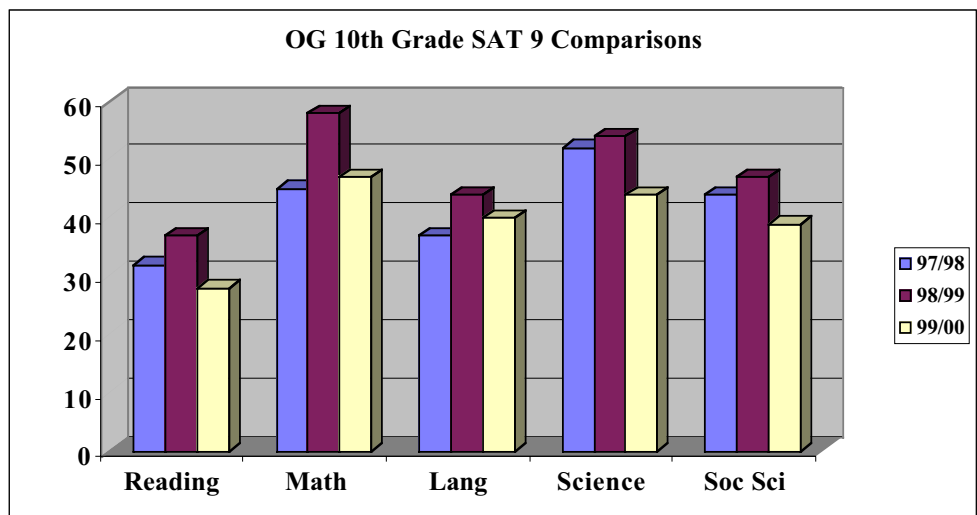
Hispanic	31.5%
Vietnamese	15.9%
Filipino	4.5%
White	29.1%
African American	8.3%
Other Asian	9.3%
American Indian	0.9%
Other	0.5%
Total	100.0%

SAT9

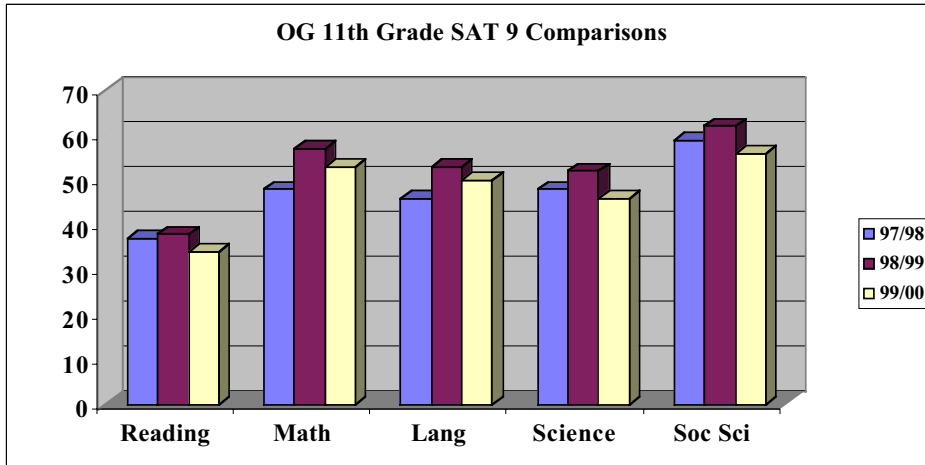
The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9). For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level.



Oak Grove's 9th graders performed comparable to the previous years' 9th graders. There were slight declines in reading, language and science.



Oak Grove 10th graders performed lower in all areas of the SAT 9 when compared to the previous years' 10th grade students.



Oak Grove 11th graders performed slightly lower when compared to the previous years' 11th grade students.

The Oak Grove Academic Performance Index for 1999-2000 was 631. A 5% increase is targeted for 2000-01.

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

Scholastic Aptitude Test

	97/98	98/99	99/00
Verbal			
Oak Grove SAT	485	485	479
District Average	463	459	459
County Average	519	516	516
State Average	491	492	492
Math			
Oak Grove SAT	522	516	510
District Average	499	494	502
County Average	557	552	558
State Average	516	513	517
% of Test Takers			
Oak Grove SAT	35%	39%	38%
District Average	34%	39%	38%
County Average	47%	49%	46%
State Average	41%	40%	36%

The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The chart above compares the mean mathematics and verbal scores for Oak Grove students attained over the past three years with the mean of students in the district, state and across the nation.

In 1999-2000, Oak Grove High School's average daily attendance (ADA) was 95.6%. Of the 4.4% not in attendance, more than half of those students were absent due to illness, court appearances and medical appointments. The other absences were unexcused absences for such reasons as family vacations, religious holidays and cuts.

Oak Grove's attendance monitoring system notifies parents by phone of student absences. Absences were also noted on the quarterly report cards. Liaison staff made home visits when students had missed excessive amounts of school and/or when phone contacts were unsuccessful.

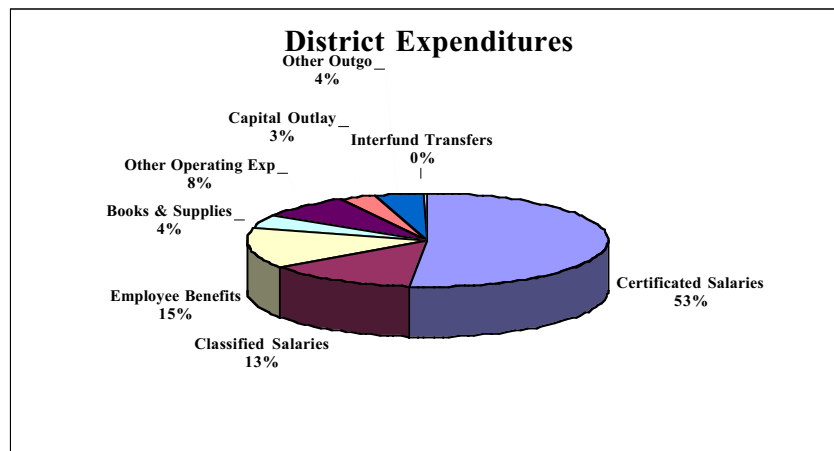
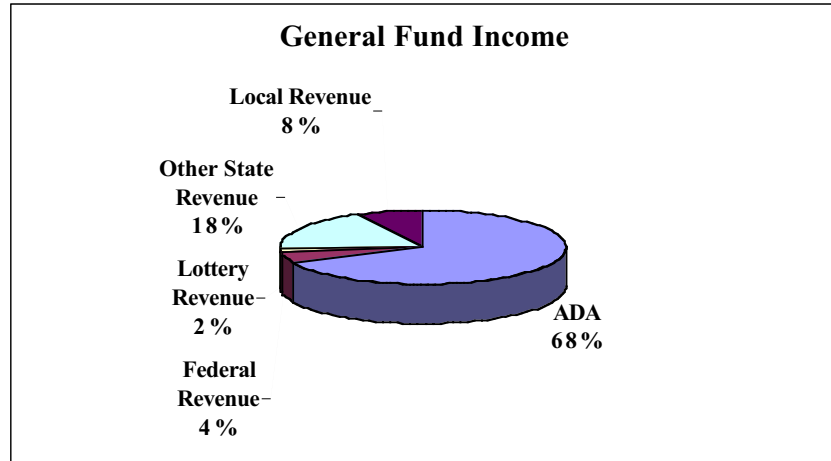
The number of students who left school during the 1999-2000 school year without a transcript request was 11. This represented a dropout rate of .4%. The number of students suspended during the 1999-2000 school year was 391; number expelled was 4.

Student Achievement

School Attendance/ Dropout Rates/ Expulsions

Expenditures and Services Offered

In 1999-2000, the East Side Union High School District received \$162 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$7,023 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

Many things affect employee salary. Considerations that affect the salary of Educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$35,000
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$55,542
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$68,349
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$80,336
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

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 9th 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 average department class size is as follows:

Department/Class Size	Department/Class Size
Art 29	Other 30
Business Education 29	Safety Education 35
Typing/Keyboard 40	Science 32
English 30	Social Science 32
Foreign Language 29	<i>Additionally, the following classes</i>
Homemaking 29	<i>average:</i>
Industrial Education 29	ELD
Mathematics 32	Language Arts 1 & 2 20
Performing Arts (Band,	Survival Skills 20
Choir, except for Drama) 30	Language Arts 3 30
Physical Education 42	Bilingual/Sheltered 25
Reading	
Improvement & Development . 20	

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 9th grade math and science at 20 to 1 or 25 to 1.

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1999-2000, there were approximately 21 teachers requiring special credentials throughout the district.

Compensation / Salary

Class Size and Teaching Loads

Teacher Assignments

Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

Teacher Evaluation and Teaching Loads

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.

Textbooks/ Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$40.00 and \$45.00. 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.

Counseling/ Student Services

Oak Grove High School provides a wide range of personal services to the students. The guidance office is staffed daily with 4 full-time credentialed counselors and one clerical assistant. The student to counselor ratio is 812:1. The registrar's office assists with enrollment of students and high school transcripts. Two student advisors, two community liaisons and a team of four attendance clerks work on discipline, attendance and behavior problems. Our library has a full-time credentialed librarian. Additional student support includes a health clerk, an assessment clerk, a speech therapist, a psychologist, and a career center clerk. Instructional aides assist staff in Special Education and English as a Second Language. Administration includes three Directors. Oak Grove encourages students to make use of the Tutor Center. Hours are Mon., Wed., and Thurs. 9:00 a.m. - 5:00 p.m. Tues. 9:00 a.m. - 8:00 p.m.

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 since 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.

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.

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.

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%.

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.

Driven by our state standard and ESLR-related goals and objectives, all allocated staff development days for the 1999-2000 school year were dedicated to training teachers to integrate technology more extensively into their curricula as an instructional tool to promote student achievement. Specifically, our 1999-2000 professional development goals were:

- To train all teachers to use technology as a tool to design open-ended integrated lessons and inquiry-based lessons that allow students to reinforce basic skills, synthesize complex concepts, and apply higher level thinking skills across subject-matter boundaries to comprehend content.
- To enhance teaching and learning by making lessons student-centered so that students are more engaged in and responsible for their learning.
- To prepare students for the technology-embedded demands of the 21st century.

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 1999-2000 freshmen were enrolled in their choice of: Air Force Jr. ROTC, Business & Finance, Communication/Performing Arts, Eagle Engineering,

Safety, Cleanliness of School Facilities

Classroom Discipline

Staff and Curriculum Development

Quality of Instruction and Leadership

Environmental Studies, Health/Sports Medicine, Public Service, Travel & Tourism and Information Technology.

Work Force Preparation

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.

Instructional Minutes

Oak Grove not only met, but exceeded the state mandated minimum required instructional minutes of 64,800 per school year. We believe it is commendable that Oak Grove actually instructed an additional 535 minutes above and beyond the state requirement, as well as offering collaboration time to the staff and activities for the students during the school day.

Superintendent Joe Coto
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

Non-Profit
U.S. Postage
PAID
Permit No. 4529
San Jose, Calif.