

# Oak Grove High School

285 Blossom Hill Rd. • San Jose, CA, 95123 • 408.347.6500 • Grades 9-12

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
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#### District Governing Board

Frank Biehl  
J. Manuel Herrera  
Van Thi Le  
Pattie Cortese  
Lan Nguyen

#### District Administration

Chris D. Funk  
**Superintendent**  
Glenn Vander Zee  
**Assistant Superintendent**  
**Educational Services**

Marcus Battle  
**Associate Superintendent**  
**Business Services**

Cari Vaeth  
**Associate Superintendent**  
**Human Resources**

### School Description

Oak Grove High School is a comprehensive public high school (grades 9-12) with 80 teachers on staff. It is one of eleven comprehensive high schools in the East Side Union High School District, which also has five alternative education schools. Oak Grove High School occupies forty-three acres of land in South San Jose and first opened its doors on January 2, 1968. The school is home to approximately 1850 students. Oak Grove has an extremely diverse student population with over twenty-five major languages represented.

### Mission Statement

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	520
Grade 10	435
Grade 11	462
Grade 12	452
<b>Total Enrollment</b>	<b>1,869</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.3
Asian	21.8
Filipino	4.4
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.5
White	7.5
Two or More Races	3.3
Socioeconomically Disadvantaged	57.9
English Learners	18
Students with Disabilities	12.8
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Oak Grove High School	15-16	16-17	17-18
With Full Credential	73	92	78
Without Full Credential	7	2	3
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Grove High School	15-16	16-17	17-18
Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	1	1	0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002                      English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002                      English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000                      ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013                      AP Composition and Language-- The Norton Reader                      AP Composition and Literature--The Intro to Literature</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016                      CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016                      CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016                      Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012                      AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010                      AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010                      AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010                      Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016                      AP Computer Science A - Online materials</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>A Hands On Introduction to Forensic Science 2014                      Biology – CK-12 ESUHSD Flexbook 2017</p> <p>"Chemistry: Connections to Our Changing World" Prentice Hall 2002                      Physics - Physics: "Principles and Problems" Glencoe 1995</p> <p>AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>World History – “Modern World History” McDougal-Littell 2003                      US History – “The American Vision” Glencoe/McGraw Hill 2006                      American Government – “Government Alive! Power, Politics and You” TCI 2014                      Economics – “Econ Alive! The Power to Choose” TCI 2015                      AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018                      AP US History - "America's History for the AP Course" Bedford 2014                      AP Government - "Government in America" Pearson Learning 2014                      AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014                      AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014                      AP Psychology - "Psychology for AP" Worth 2015                      World Geography - "Geography Alive!" TCI 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Overview

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

#### Cleaning Process and Schedule

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

#### Deferred Maintenance Budget

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

#### Age Of School Buildings

Oak Grove opened its doors in 1968. Now, almost 50 years later, ninety percent of our classrooms have been renovated to meet the high standards of our community.

#### Maintenance Projects

P1-4 portables had AC unit replaced. Campus beautification project (which included 1800+ participants) addressed landscaping work at the front of the school and murals throughout campus. The staff lounge and classrooms in H1 and H2 were also painted and received new flooring.

#### Modernization Projects

Recently completed projects include the upgrade to our school security cameras and fencing around the perimeter of the school. Current projects include the modernization of the student restrooms in the H1 and H2 buildings. The completion of both restrooms is slated for the end of first semester; additionally, the library is also under construction. This part of the building will have various windows to allow for more light and the interior will be designed in such a way to promote community and togetherness. The entry to campus from the student parking lot will also undergo a complete transformation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Bld Gymnasium Main: Boys locker room restroom sewer system backs up several times throughout the year Site to submit work order.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Landscape Hardscape: area in "Midtown" has cement that is uneven; however this will be addressed Site to submit work order.
Overall Rating	Exemplary	Good	Fair	Poor
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	52	61	63	48	48
Math	28	27	38	39	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	42	35	50	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.3	22.1	16.8

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

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	478	458	95.8	34.7
Male	251	240	95.6	34.2
Female	227	218	96.0	35.3
Black or African American	22	21	95.5	28.6
Asian	108	107	99.1	59.8
Filipino	22	22	100.0	59.1
Hispanic or Latino	270	254	94.1	19.7
White	39	37	94.9	51.4
Two or More Races	12	12	100.0	41.7
Socioeconomically Disadvantaged	290	276	95.2	26.8
English Learners	114	107	93.9	5.6
Students with Disabilities	60	55	91.7	3.6
Students Receiving Migrant Education Services	23	21	91.3	28.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	450	425	94.44	52.48
Male	240	223	92.92	40.99
Female	210	202	96.19	65.17
Black or African American	19	19	100	36.84
American Indian or Alaska Native	--	--	--	--
Asian	109	109	100	79.82
Filipino	19	19	100	73.68
Hispanic or Latino	247	227	91.9	35.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	36	92.31	77.78
Two or More Races	13	11	84.62	54.55
Socioeconomically Disadvantaged	263	245	93.16	46.5
English Learners	129	122	94.57	16.53
Students with Disabilities	59	52	88.14	7.84
Students Receiving Migrant Education Services	18	18	100	38.89
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	450	424	94.22	26.71
Male	240	224	93.33	20.98
Female	210	200	95.24	33.17
Black or African American	19	19	100	10.53
American Indian or Alaska Native	--	--	--	--
Asian	109	109	100	58.72
Filipino	19	19	100	42.11
Hispanic or Latino	247	228	92.31	9.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	35	89.74	34.29
Two or More Races	13	10	76.92	55.56
Socioeconomically Disadvantaged	263	244	92.78	22.54
English Learners	129	122	94.57	5.74
Students with Disabilities	59	51	86.44	2
Students Receiving Migrant Education Services	18	18	100	27.78
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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

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

Numerous opportunities are available for parents to become active participants at the school site. Please visit our website for meeting dates and locations. We encourage and welcome you to participate in one or more of the following committees:

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

### State Priority: School Climate

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

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

### School Safety Plan

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

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

- Reduce the incidents of bullying and harassment referrals by 10%.
- Decrease the percentage of unexcused full day absences by 5%.
- Reduce the number of full-day suspensions by 5%.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.7	4.5	6.2
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	15	
Percent of Schools Currently in Program Improvement	71.4	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	373.8

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	27	27	15	15	17	34	61	56	29		6
Mathematics	30	27	23	10	8	12	6	14	11	30	14	1
Science	30	29	29	11	8	10	6	24	38	40	22	11
Social Science	26	27	28	16	11	9	13	23	37	30	20	9

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

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

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,738	\$1,519	\$7,220	\$94,003
District	♦	♦	\$7,573	\$87,300
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-4.7	11.0
Percent Difference: School Site/ State			27.2	20.8

\* Cells with ♦ do not require data.

**Types of Services Funded**

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

- Acceleration and recovery classes during the school year and summer
- An additional counselor to assist students and parents
- Monthly parent and student academic workshops
- LinkCrew program for all freshmen
- Tutor and homework center for all students
- Professional development for all staff
- Translation and interpreting services
- Supplemental Educational Services

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>Oak Grove High School</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	13.1	9.5	10.7
Graduation Rate	84.94	87.16	83.81
<b>East Side Union High School District</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	12	11.7	10
Graduation Rate	82.86	83.03	85
<b>California</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	149
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.38
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	30.36

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	2	♦
Social Science	2	♦
All courses	12	20.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	82.53	83.9	87.11
Black or African American	79.31	83.52	79.19
American Indian or Alaska Native	33.33	78.95	80.17
Asian	94.37	94	94.42
Filipino	100	93.32	93.76
Hispanic or Latino	76.95	75.63	84.58
Native Hawaiian/Pacific Islander	100	93.75	86.57
White	86.67	90.95	90.99
Two or More Races	92.31	87.14	90.59
Socioeconomically Disadvantaged	64.29	60.06	63.9
English Learners	39.47	48.6	55.44
Students with Disabilities	79.1	79.67	85.45
Foster Youth	33.33	39.02	68.19

### Career Technical Education Programs

California Partnership Academy: The Academy of Hospitality & Tourism

10th Grade Introduction to Hospitality & Tourism - elective (CTE)

11th Grade Hospitality Management- elective (CTE)

12th Grade Marketing Hospitality & Tourism - elective (CTE)

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

The academy electives emphasize the Common Core State Standards of reading, writing, listening, research and inquiry, problem solving and modeling plus data analysis, and communicating reasoning. Sophomore students earn 2 semester credits upon completion of the Introduction to Hospitality Course that can be used if they choose to attend Mission College in Santa Clara. Senior students earn Guest Service Gold certification through the American Hotel and Lodging Educational Institute. The Academy's Industry Advisory Board is comprised of managers and employees from the lodging, event planning, and restaurant/food-service industries who meet once a semester to evaluate curriculum and projects. Members give feedback on, as well as, create industry-relevant projects and activities for students.