

Oak Grove High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Oak Grove High School
Street	285 Blossom Hill Road
City, State, Zip	San Jose, CA, 95123
Phone Number	(408)347-6500
Principal	Martha Brazil
Email Address	brazilm@esuhsd.org
School Website	https://oakgrovehigh.esuhsd.org/home
County-District-School (CDS) Code	43694274335204

2023-24 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2023-24 School Description and Mission Statement

Oak Grove High School is a comprehensive public high school (grades 9-12) with 67 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 1425 students. Oak Grove has an extremely diverse student population with over twenty-five major languages represented.

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	360
Grade 10	369
Grade 11	419
Grade 12	374
Total Enrollment	1,522

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.2%
Asian	20.9%
Black or African American	3.8%
Filipino	3.8%
Hispanic or Latino	60%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	4.3%
White	6.1%
English Learners	23%
Foster Youth	0.3%
Homeless	3.2%
Migrant	1.8%
Socioeconomically Disadvantaged	50.1%
Students with Disabilities	15.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.70	89.56	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	0.69	16.8	1.7	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.38	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.14	17.8	1.9	12115.80	4.41
Unknown	4.40	6.21	0.0	0	18854.30	6.86
Total Teaching Positions	72.30	100.00	959.6	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.10	89.45	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.40	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	2.29	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	4.63	21.1	2.2	11953.10	4.28
Unknown	1.50	2.20	0	0	15831.90	5.67
Total Teaching Positions	71.60	100.00	969.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	1.00
Local Assignment Options	0.90	2.30
Total Out-of-Field Teachers	1.50	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oak Grove High School utilizes textbooks and instructional materials approved and adopted through our Instructional Policies Committee (IPC). These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	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 8e” Cengage Learning 2020, 2015 AP Precalculus - “Precalculus With Limits A Graphing Approach 8e” Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials	Yes	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – , CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook AP Physics 1 - Cutnell and Johnson, Wiley 2012 Forensic Science - A Hands-on Introduction to Forensic Science 2014 Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 Marine Biology - Marine Science - AMSCO 2004 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 - Cutnell and Johnson, Wiley 2012 CTE Yr 1 Introduction to Biotechnology - Biotechnology: Science for the New Millennium by Ellyn Daugherty and CK-12 eTextbook CTE Yr 2 Applied Chemistry - Biotechnology: Science for the New Millennium by Ellyn Daugherty and CK-12 eTextbook CTE Yr 3 Applications of Biotechnology - Biotechnology: Science for the New Millennium by Ellyn Daugherty CTE Yr 4 Science and Ethics of Biotechnology - Biotechnology: Science for the New Millennium by Ellyn Daugherty	Yes	0%
History-Social Science	World History – " World History Interactive" SAVVAS 2022	Yes	0%

	US History – “United States History Interactive” SAVVAS 2022 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 - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Overview:

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

Cleaning Process and Schedule:

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

Deferred Maintenance Budget:

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

Age Of School Buildings:

Oak Grove opened its doors in 1968. Now, more than 50 years later, over 90% of our classrooms have been renovated to meet the high standards of our community.

Modernization Projects:

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

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Multiple rooms needing ceiling tile replacement
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Light bulbs needing replacement, will inform site of proper electrical room and panel clearance.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Proper storage and flammable items will be brought to site's attention
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	62	62	62	61	47	46
Mathematics (grades 3-8 and 11)	26	23	37	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	410	366	89.27	10.73	61.81
Female	189	167	88.36	11.64	62.05
Male	221	199	90.05	9.95	61.62
American Indian or Alaska Native	--	--	--	--	--
Asian	88	83	94.32	5.68	83.13
Black or African American	18	16	88.89	11.11	31.25
Filipino	17	15	88.24	11.76	60.00
Hispanic or Latino	235	206	87.66	12.34	52.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	82.61
White	23	18	78.26	21.74	72.22
English Learners	94	76	80.85	19.15	23.68
Foster Youth	0	0	0	0	0
Homeless	17	10	58.82	41.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	201	85.53	14.47	55.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	42	79.25	20.75	24.39

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	410	360	87.80	12.20	23.40
Female	189	163	86.24	13.76	22.70
Male	221	197	89.14	10.86	23.98
American Indian or Alaska Native	--	--	--	--	--
Asian	88	83	94.32	5.68	49.40
Black or African American	18	16	88.89	11.11	0.00
Filipino	17	15	88.24	11.76	40.00
Hispanic or Latino	235	199	84.68	15.32	11.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	39.13
White	23	19	82.61	17.39	26.32
English Learners	94	74	78.72	21.28	4.05
Foster Youth	0	0	0	0	0
Homeless	17	10	58.82	41.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	195	82.98	17.02	17.01
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	38	71.70	28.30	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.81	33.53	37.48	37.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	772	696	90.16	9.84	33.53
Female	370	327	88.38	11.62	32.72
Male	402	369	91.79	8.21	34.24
American Indian or Alaska Native	--	--	--	--	--
Asian	168	161	95.83	4.17	61.49
Black or African American	35	32	91.43	8.57	12.50
Filipino	30	27	90.00	10.00	51.85
Hispanic or Latino	450	392	87.11	12.89	20.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	51.43
White	45	41	91.11	8.89	42.50
English Learners	154	123	79.87	20.13	4.88
Foster Youth	0	0	0	0	0
Homeless	30	19	63.33	36.67	26.32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	431	377	87.47	12.53	27.06
Students Receiving Migrant Education Services	13	11	84.62	15.38	0.00
Students with Disabilities	101	80	79.21	20.79	8.75

2022-23 Career Technical Education Programs

Oak Grove's Biotechnology Pathway provides instruction in the scientific concepts and laboratory research techniques currently used in biotechnology laboratories including solution preparation, micropipetting, sterile technique, gel electrophoresis, microscopy, bacterial transformation, growing and maintaining cell cultures, spectrophotometry, polymerase chain reaction (PCR), purification of protein, microarray, and RNA sequencing. The Biotechnology pathway is in its fourth year and 2023-24 is the first with a senior class.

Course Sequence:

- BIOTECH I: INTRODUCTION TO BIOTECHNOLOGY
- APPLICATIONS IN BIOTECH
- APPLIED CHEMISTRY: (Junior Level Research Course)
- BIOTECH III: THE SCIENCE AND ETHICS OF BIOTECHNOLOGY (Senior Level Research Course)

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	381
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	74.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.78
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	45.07

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	82.5	82.2	81.9	82.8	81.4

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.7	5.8	6.3	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	85.1	91.2	87.1	89.2	90.4	87.0	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	348	303	87.1
Female	175	156	89.1
Male	173	147	85.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	80	78	97.5
Black or African American	16	14	87.5
Filipino	12	11	91.7
Hispanic or Latino	205	169	82.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	22	19	86.4
English Learners	73	60	82.2
Foster Youth	--	--	--
Homeless	19	12	63.2
Socioeconomically Disadvantaged	225	189	84.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	35	67.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1647	1595	491	30.8
Female	773	752	248	33.0
Male	874	843	243	28.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	3	100.0
Asian	329	326	33	10.1
Black or African American	68	62	21	33.9
Filipino	62	62	10	16.1
Hispanic or Latino	1005	969	375	38.7
Native Hawaiian or Pacific Islander	13	12	6	50.0
Two or More Races	69	68	21	30.9
White	98	93	22	23.7
English Learners	407	392	135	34.4
Foster Youth	8	6	3	50.0
Homeless	86	81	41	50.6
Socioeconomically Disadvantaged	947	913	340	37.2
Students Receiving Migrant Education Services	32	32	11	34.4
Students with Disabilities	275	257	128	49.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.48	5.83	0.03	3.61	4.02	0.20	3.17	3.60
Expulsions	0.00	0.11	0.43	0.00	0.18	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.83	0.43
Female	4.27	0.26
Male	7.21	0.57
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.91	0
Black or African American	7.35	0
Filipino	0	0
Hispanic or Latino	8.26	0.7
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.35	0
White	2.04	0
English Learners	8.11	0.49
Foster Youth	0	0
Homeless	6.98	0
Socioeconomically Disadvantaged	7.92	0.42
Students Receiving Migrant Education Services	9.38	0
Students with Disabilities	12.73	0.73

2023-24 School Safety Plan

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

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

- Ensure facilities are safe and clean, where our students can learn and thrive.
- Decrease the suspension rate reflective to be at or under the District, County, and State rates, in order to improve safety and continue providing students and staff with a welcoming, supportive, and caring environment.
- Improve student attendance rates, specifically targeting students identified as Chronically Absent and/or Truant, to be in alignment or surpass the County and State rates.
- Ensure all Oak Grove staff will be trained and prepared in the event of a natural disaster, high-stress crisis (ie. dangerous campus disruption, lock down, active shooter, etc.), or mass casualty event.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	46	6
Mathematics	28	9	36	9
Science	28	12	36	6
Social Science	27	11	27	13

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	17	44	6
Mathematics	29	9	31	11
Science	27	13	28	7
Social Science	27	11	33	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	46	5
Mathematics	27	11	21	17
Science	26	13	25	6
Social Science	28	10	25	12

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	380.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,951	\$3,508	\$9,442	\$112,940
District	N/A	N/A	\$9,513	\$105,255
Percent Difference - School Site and District	N/A	N/A	-0.7	11.4
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	35.5	18.2

Fiscal Year 2022-23 Types of Services Funded

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

- Acceleration and recovery classes during the school year and summer
- Additional counseling services to assist students and parents
- Monthly parent and student academic workshops
- LinkCrew program for all freshmen
- Professional development for all staff
- Translation and interpreting services
- Professional Development Teacher on Special Assignment (TOSA) (.2), ELD TOSA (.2), Data TOSA (.2)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,471	\$57,234
Mid-Range Teacher Salary	\$101,894	\$95,467
Highest Teacher Salary	\$130,638	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$171,239	\$173,198
Superintendent Salary	\$280,339	\$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	5
Science	6
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

Professional Development

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

Professional Development

up to 45 minutes on Wednesdays (if school is in session) so teachers can continue to work on professional development to support school-wide efforts to align curriculum with school and district goals.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	28	37	34