

# Oak Grove High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Oak Grove High School is a comprehensive public high school (grades 9-12) with 72 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 1625 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	375
Grade 10	436
Grade 11	383
Grade 12	430
<b>Total Enrollment</b>	<b>1,624</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.3
Asian	20.4
Black or African American	4.1
Filipino	4.3
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.9
White	6.2
English Learners	20.5
Foster Youth	0.4
Homeless	1.0
Migrant	2.1
Socioeconomically Disadvantaged	52.0
Students with Disabilities	15.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	64.70	89.56	854.6	89.1%	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.50	0.69	16.8	1.7%	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	1.38	22.7	2.4%	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	2.14	17.8	1.9%	12115.80	4.41
<b>Unknown</b>	4.40	6.21	0	0.0%	18854.30	6.86
<b>Total Teaching Positions</b>	<b>72.30</b>	<b>100.00</b>	<b>959.6</b>	<b>100.0%</b>	<b>274759.10</b>	<b>100.00</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.90	
<b>Total Out-of-Field Teachers</b>	<b>1.50</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

<b>Year and month in which the data were collected</b>	November 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “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%
<b>Mathematics</b>	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 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%
<b>Science</b>	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- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004 Marine Biology - Marine Science - AMSCO 2004 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 - Cutnell and Johnson , Wiley 2012 CTE Introduction to Biotechnology - Biotechnology: Science for the New Millennium by Ellyn Daugherty and CK-12 eTextbook CTE Applied Chemistry - Biotechnology: Science for the New Millennium by Ellyn Daugherty and CK-12 eTextbook CTE Applications of Biotechnology - Biotechnology: Science for the New Millennium by Ellyn Daugherty and CK-12 eTextbook	Yes	0%
<b>History-Social Science</b>	World History – “Modern World History” McDougal-Littell 2003	Yes	0%

	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 - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
<b>Foreign Language</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Health</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Visual and Performing Arts</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Science labs are adequately equipped	Yes	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 2022

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Storage in X building needs addressing by users. Several spaces with damaged ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Noted several rooms in the U building with blocked or partially blocked fire extinguishers.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	62	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	34	N/A	33

## 2021-22 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
<b>All Students</b>	374	317	84.76	15.24	62.03
<b>Female</b>	178	151	84.83	15.17	70.67
<b>Male</b>	196	166	84.69	15.31	54.22
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	77	77	100.00	0.00	80.52
<b>Black or African American</b>	15	12	80.00	20.00	41.67
<b>Filipino</b>	13	12	92.31	7.69	100.00
<b>Hispanic or Latino</b>	229	181	79.04	20.96	51.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	76.92
<b>White</b>	24	19	79.17	20.83	73.68
<b>English Learners</b>	69	55	79.71	20.29	23.64
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	172	135	78.49	21.51	51.11
<b>Students Receiving Migrant Education Services</b>	12	10	83.33	16.67	--
<b>Students with Disabilities</b>	57	33	57.89	42.11	15.15

## 2021-22 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
<b>All Students</b>	374	316	84.49	15.51	25.63
<b>Female</b>	178	150	84.27	15.73	27.33
<b>Male</b>	196	166	84.69	15.31	24.10
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	77	77	100.00	0.00	53.25
<b>Black or African American</b>	15	14	93.33	6.67	14.29
<b>Filipino</b>	13	12	92.31	7.69	25.00
<b>Hispanic or Latino</b>	229	180	78.60	21.40	13.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	12	92.31	7.69	41.67
<b>White</b>	24	19	79.17	20.83	26.32
<b>English Learners</b>	69	55	79.71	20.29	7.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	172	136	79.07	20.93	14.71
<b>Students Receiving Migrant Education Services</b>	12	11	91.67	8.33	9.09
<b>Students with Disabilities</b>	57	34	59.65	40.35	2.94

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	31.81	NT	37.64*	28.5	29.47

\*District Data includes ESUHSD Charter Schools

## 2021-22 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
<b>All Students</b>	771	527	68.35	31.65	31.81
<b>Female</b>	363	247	68.04	31.96	30.36
<b>Male</b>	408	280	68.63	31.37	33.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	169	120	71.01	28.99	53.33
<b>Black or African American</b>	32	21	65.63	34.37	19.05
<b>Filipino</b>	42	26	61.9	38.1	50
<b>Hispanic or Latino</b>	434	292	67.28	32.72	20.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	24	77.42	22.58	33.33
<b>White</b>	56	38	67.86	32.14	48.65
<b>English Learners</b>	125	83	66.4	33.6	4.82
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	343	214	62.39	37.61	21.96
<b>Students Receiving Migrant Education Services</b>	19	13	68.42	31.58	15.38
<b>Students with Disabilities</b>	103	64	62.14	37.86	1.56

## 2021-22 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 third year and 2023-24 will be the first senior class.

Course Sequence:

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

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	379
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.4
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	46.79

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	89%	89%	89%	88%	89%

## 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.

#### 2022-23 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
- School Site Council Ms. Martha Brazil (408) 347-6511
- English Language Advisory Committee Ms. Lucero Cesena (408) 347-6556

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.9	5.8		7.1	5.6		8.9	7.8
Graduation Rate		89.3	91.2		83.8	90.0		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	397	362	91.2
Female	189	175	92.6
Male	208	187	89.9
American Indian or Alaska Native	--	--	--
Asian	91	90	98.9
Black or African American	17	15	88.2
Filipino	29	29	100.0
Hispanic or Latino	208	180	86.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	15	88.2
White	31	29	93.5
English Learners	76	62	81.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	255	225	88.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	51	43	84.3



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1740	1692	452	26.7
Female	810	788	226	28.7
Male	930	904	226	25.0
American Indian or Alaska Native	6	6	2	33.3
Asian	337	334	25	7.5
Black or African American	72	71	16	22.5
Filipino	78	73	13	17.8
Hispanic or Latino	1055	1023	349	34.1
Native Hawaiian or Pacific Islander	14	12	4	33.3
Two or More Races	70	68	13	19.1
White	108	105	30	28.6
English Learners	366	351	121	34.5
Foster Youth	14	12	9	75.0
Homeless	31	31	18	58.1
Socioeconomically Disadvantaged	996	965	324	33.6
Students Receiving Migrant Education Services	35	34	12	35.3
Students with Disabilities	284	274	126	46.0

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.93	3.0	2.45
Expulsions	0.05	0.0	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.48	0.0	3.6	0.20	3.17
Expulsions	0.00	0.11	0.00	0.1	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.48	0.11
Female	2.59	0.00
Male	6.13	0.22
American Indian or Alaska Native	0.00	0.00
Asian	0.59	0.00
Black or African American	9.72	0.00
Filipino	3.85	0.00
Hispanic or Latino	5.78	0.19
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.86	0.00
White	1.85	0.00
English Learners	5.46	0.55
Foster Youth	14.29	0.00
Homeless	25.81	0.00
Socioeconomically Disadvantaged	5.72	0.20
Students Receiving Migrant Education Services	2.86	0.00
Students with Disabilities	12.32	0.70

## 2022-23 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 each student has a respectful, accepting and emotionally nurturing environment.
- Ensure the OGHS faculty is prepared in the event of a disaster, emergency, or an intruder on campus.
- Ensure facilities are safe and clean, where our students can learn and thrive.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	57	
Mathematics	27	14	41	5
Science	28	10	36	8
Social Science	27	13	35	9

## 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

## 2021-22 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	406

## 2021-22 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)	4.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$10,383	\$2,622	\$7,762	\$96,467
District	N/A	N/A	\$7,916	\$100,753
Percent Difference - School Site and District	N/A	N/A	-2.0	-4.3
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	16.3	2.5

## 2021-22 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
- TOSAs for Professional Development (.2), SST Coordinators (.4), Data TOSA (.2)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	22.7
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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	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	7
Social Science	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	25

## 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 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	32	28	37