

Oak Grove High School

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

Martha Brazil, Principal
brazilm@esuhsd.org



2015-16 School Accountability Report Card Published During the 2016-17 School Year



East Side Union High School District

830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

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 85 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 1900 students. Oak Grove has an extremely diverse student population with over twenty-seven 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.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	444
Grade 10	470
Grade 11	463
Grade 12	435
Total Enrollment	1,812

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.4
Asian	20.4
Filipino	3.9
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	0.5
White	8.3
Two or More Races	3.6
Socioeconomically Disadvantaged	60
English Learners	17
Students with Disabilities	12.6
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	79	73	92
Without Full Credential	3	7	2
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Grove High School	14-15	15-16	16-17
Teachers of English Learners	2	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	1	1

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.4	4.6
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CCSS Math 1 – “Big Ideas Integrated Mathematics I,” Big Ideas Learning, LLC 2016 CCSS Math 1 – “California Integrated Mathematics 1,” Houghton Mifflin Harcourt 2015 CCSS Math 2 – “Big Ideas Integrated Mathematics II,” Big Ideas Learning, LLC 2016 CCSS Math 2 – “California Integrated Mathematics 2,” Houghton Mifflin Harcourt 2015 CCSS Math 3 – “Big Ideas Integrated Mathematics III,” Big Ideas Learning, LLC 2016 CCSS Math 3 – “California Integrated Mathematics 3,” Houghton Mifflin Harcourt 2015 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	A Hands On Introduction to Forensic Science 2014 Biology – CK-12 ESUHSD Flexbook 2016 "Chemistry: Connections to Our Changing World" Prentice Hall 2002 Physics - Physics: "Principles and Problems" Glencoe 1995 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

To enhance the beauty of the school, trees were planted along the perimeter and all buildings were repainted.

Modernization Projects

We recently completed the modernization projects for the U building and School Theater. Current projects include Student Center, modernization of student quads and restrooms, upgrade security cameras and fencing around the perimeter of the school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld A: Air does not flow through the ventilation in some offices and sewer often backs up. Action/plan-site to submit work order. Bld Gymnasium Main: Boy's locker room-Plumbing and drains. Action/plan-site to submit work order. Bld H1: no details. Action/plan-site to submit work order. Bld K: No air in K10 classroom. Action/plan-site to submit work order. Bld PF1 Portable CR: Bathroom sewer clogging in Summit restrooms. Action/plan-site to submit work orders. Bld S: Lab Bench 2 (middle lab station) has a gas smell from a possible leak. Action/plan-site to submit work order. Bld X: "Plumbing - There are 3 leaking sinks, The bathroom has a deviation in the sewer line that causes it to back up occasionally. HVAC the timers on some of the rooms are not set correctly. Action/plan-site to submit work orders.
Interior: Interior Surfaces	X			Bld A: Some ceiling tiles are water stained. Action/plan-site to submit work order. Bld D: Floor/Linoleum is dissolving away near door and sink where cement was re-poured to install sink. Action/plan-site to submit work order. Bld B: Wallpaper in the hallways is being peeled off, needs painting. Action/plan-site to submit work order. Bld E: The floors in E are constantly scuffed and a ceiling panel currently is cracked. Action/plan-site to submit work order. Bld Gymnasium Main: tiles on walls in large gym eroding and falling off. Girls PE office -Ceiling still 1. Black in office & missing ceiling strip above desk and 2. Ceiling in office bathroom/shower area to

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>be replaced/cleaned. Ceiling 3. electronic sensor fixed- still hanging from the ceiling. Girl's locker room: Baseboards rubber siding still needs to be attached/& hole in bottom of wall fixed, not all showers work and have hot water drain properly, Ceiling tiles replaced/cleaned in shower area, Handicapped shower rod re-attached; Cabinet door fixed Large Gym - no AC. Action/plan-site to submit work orders.</p> <p>Bld P: Floor tiles and alignment: In front of P-05, there is a place that is not level which creates a tripping hazard. The result of the uneven floor is that the tiles above the area are broken. There is another spot in the main area (P-06) that has several tiles missing or loose. There are also many areas where the tiles are looking worn. Ceiling tiles: There are a number of discolored or broken ceiling tiles. Holes in the wall: There are three significant holes along the wall of the main door. Action/plan-site to submit work orders.</p> <p>Bld P1 Portable CR: Heater hasn't worked for several years and wall peeling. Action/plan-site to submit work orders.</p> <p>Bld PF1 Portable CR: carpet seams. Carpets were installed without the proper seam sealer. The carpet is coming up in strings. Action/plan-site to submit work orders. Bld PF17, PF18, PF20, PF21 Portable CR: Carpet is bad. Action/plan-site to submit work order. Bld PF19 Portable CR: No doorknob for office in PF19. No working phones in PF19. Action/plan-site to submit work order. Bld PF20 Portable CR: Peeling wallpaper (behind couch, covered with butcher paper). Action/plan-site to submit work order. Bld PF21 Portable CR: Holes in wall. Action/plan-site to submit work order.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	X			<p>Bld E: periodic ant/spider invasions do occur. Action/plan-site to submit work order. Bld Gymnasium Main: a mouse in the boys locker room office. Action/plan-site to submit work order. Bld K: no details. Action/plan-site to submit work order. Bld P: Ants: We have had a moderate problem with ants. Action/plan-site to submit work order. Bld P1, P2, P4 Portable CR: no details. Action/plan-site to submit work orders. Bld P3, PF 22 Portable CR: Animals are living under the portables. Action/plan-site to submit work orders. Bld S: lab prep teacher office area - Frequent ant invasions during hot and cold weather. Action/plan-site to submit work order. Bld V: There is a cockroach issue in the kitchen. Action/plan-site to submit work order.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Bld S: Sometimes over the summer, the circuit that the refrigerator connects to is shut off. Action/plan-site to submit work orders.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bld A: Sewer often backs up. Action/plan-site to submit work order. Bld H1& H2: no details. Action/plan-site to submit work order.
Safety: Fire Safety, Hazardous Materials	X			Bld S: item noted but no details. Action/plan-site to submit work order.
Structural: Structural Damage, Roofs	X			Bld K: wrestling room floor has nails coming out. Action/plan-site to submit work order. Bld S: LAB PREP SHELVING AREA: Ceiling tiles have a leak (during rainy weather) above the big black lab station in the prep area. Action/plan-site to submit work order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bld D: Window shades are coming off track, stripping failing out of sides. Action/plan-site to submit work order. Bld E: door mechanism/arm broken. The exterior doors all stick, but the E4 side is especially hard to open in hot weather. Action/plan-site to submit work order. Basketball Courts: Some hoops and rims are broken and need to be replaced. Action/plan-site to submit work order. Bld P1 Portable CR: Heater hasn't worked for several years and wall peeling. Action/plan-site to submit work orders. Bld PF1 Portable CR: The door to Summit office meeting room doesn't latch shut. When inside for a confidential meeting, we have to prop something against the door to keep it shut. Door or frame needs adjustment. Window etchings. About 6 of our classrooms (and our office) have large letters etched into windows. Action/plan-site to submit work orders. Bld PF18 Portable CR: No emergency handles/ability to open window. Action/plan-site to submit work order. Bld S: The screw holes of the door screen are stripped and keep coming out, so the screen won't stay on the door. Action/plan-site to submit work order. Stadium: The fence gets holes cut into it often. FYI only. Swimming Pool Complex: The pool office needs to be painted/remodeled- falling apart on outside (wood corners) and inside-counter is weak, leaks on the corkboard wall & ceiling is still torn inside all around light fixture from previous leak, floor floods when it rains, window slates crank is still missing to open window. Action/plan-site to submit work orders.
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	50	42	35	54	50	49	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.5	28.5	20.5

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	50	57	59	61	44	48
Math	33	28	37	38	34	36

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	447	427	95.5	56.9
Male	11	241	231	95.8	51.1
Female	11	206	196	95.2	63.8
Black or African American	11	30	30	100.0	46.7
Asian	11	106	106	100.0	82.1
Filipino	11	16	16	100.0	68.8
Hispanic or Latino	11	240	224	93.3	43.2
White	11	38	36	94.7	61.1
Two or More Races	11	14	12	85.7	83.3
Socioeconomically Disadvantaged	11	266	255	95.9	53.1
English Learners	11	53	49	92.5	14.3
Students with Disabilities	11	47	43	91.5	21.4
Students Receiving Migrant Education Services	11	14	14	100.0	42.9

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	447	423	94.6	28.3
Male	11	241	231	95.8	28.3
Female	11	206	192	93.2	28.4
Black or African American	11	30	30	100.0	6.7
Asian	11	106	106	100.0	63.2
Filipino	11	16	16	100.0	43.8
Hispanic or Latino	11	239	220	92.0	11.9
White	11	39	36	92.3	31.4
Two or More Races	11	14	12	85.7	50.0
Socioeconomically Disadvantaged	11	266	252	94.7	20.8
English Learners	11	53	50	94.3	10.2

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	11	46	40	87.0	5.0
Students Receiving Migrant Education Services	11	14	14	100.0	21.4

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

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.
- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
- 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
- Parent Community Organization 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 School Climate State Priority (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 Community Newsletter.

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

- Increase in the number of students reporting they are treated with respect by school personnel and each other by 10%
- Decrease in the number of students missing classroom instruction due to chronic absences and tardies (excused or unexcused) by 5%
- Create a campus climate conducive to learning for staff and students

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	7.3	4.7	4.5
Expulsions Rate	0.1	0.1	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	78.9	

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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	28	27	21	15	14	40	34	60	20	29	1
Mathematics	28	30	29	16	10	8	14	6	31	38	30	23
Science	30	30	29	10	11	8	4	6	25	44	40	22
Social Science	28	26	27	12	16	11	13	13	23	33	30	20

* 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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)			
Oak Grove High School	2011-12	2013-14	2014-15
Dropout Rate	13.50	13.10	9.50
Graduation Rate	82.90	84.94	87.16
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	182
% 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%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,152	\$1,509	\$6,643	\$86,875
District	♦	♦	\$6,960	\$84,725
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-4.6	7.4
Percent Difference: School Site/ State			24.2	16.0

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.48
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	39.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	1	♦
Social Science	3	♦
All courses	14	13

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	88	83	86
Black or African American	82	78	78
American Indian or Alaska Native	0	67	78
Asian	97	94	93
Filipino	95	92	93
Hispanic or Latino	82	74	83
Native Hawaiian/Pacific Islander	50	79	85
White	95	90	91
Two or More Races	90	91	89
Socioeconomically Disadvantaged	91	66	66
English Learners	63	55	54
Students with Disabilities	86	78	78

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.

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.