

## School Accountability Report Card School Year 2000-2001

School Information		District Information	
<b>School Name</b>	Oak Grove High	<b>District Name</b>	East Side Union High
<b>Principal</b>	John Cannizzaro, Richard Frias, Julia Lawrence	<b>Superintendent</b>	Joe Coto
<b>Street</b>	285 Blossom Hill Road	<b>Street</b>	830 N. Capitol Ave.
<b>City, State, Zip</b>	San Jose, CA 95123-2048	<b>City, State, Zip</b>	San Jose, CA 95133-1316
<b>Phone Number</b>	408.347.6500	<b>Phone Number</b>	408.347.5000
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<b>Enrollment</b>	2686	<b>SARC Contact</b>	Lorraine Guerin
<b>Grades Served</b>	9 - 12	<b>CDS Code</b>	43-69427-4335204

### School Description, Mission Statement and Expected Schoolwide Learning Results

#### School Description

As a California Distinguished School and an Annenberg Leadership School, Oak Grove is preparing students to meet the challenges and demands of the 21st century through its nine Interest Paths. A common thread of critical thinking skills, employability skills, portfolio preparation, and a career theme are interwoven throughout the interest paths, and the curriculum is integrated so that students can learn to synthesize complex concepts and apply higher level thinking skills. Moreover, as a Digital High School, students are utilizing current and emerging technology as an instructional tool, not only to enhance learning across the curriculum, but also to access, integrate, and apply information to solve real world problems.

Noted for its outstanding academic, athletic, and extracurricular programs, Oak Grove offers all students an equal opportunity for academic, personal, and social success. Built in 1967, Oak Grove proudly honors its blue and gold Eagle tradition by tailoring its programs to accommodate the needs of its students. Considered to be its greatest strength, Oak Grove's rich cultural diversity is reflected in its ethnic breakdown.

#### Mission Statement

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

**Expected Schoolwide Learning Results**

- Students will demonstrate academic achievement.
- Students will demonstrate logical and effective decision-making skills.
- Students will be able to communicate effectively.
- Students will be community contributors.
- Students will demonstrate continued personal development and become self-directed learners.

**Opportunities for Parental Involvement**

<b>Contact Person Name</b>	<b>Julia Lawrence</b>	<b>Contact Person Phone Number</b>	<b>408.347.6540</b>
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Oak Grove encourages parent involvement. Parents can access grades and attendance regularly through the internet using Parent Connect. Numerous parents meet on an advisory capacity and serve on School Site Council and Parent Booster Clubs.

**I. Demographic Information**

**Student Enrollment**

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percentage of Students</b>	<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
African-American	222	8.3	Hispanic or Latino	907	33.8
American Indian or Alaska Native	18	0.7	Pacific Islander	24	0.9
Asian-American	650	24.2	White (Not Hispanic)	744	27.7
Filipino-American	121	4.5	Other	0	0.0

**II. School Safety and Climate for Learning**

**School Safety Plan**

<b>Date of Last Review/Update</b>	<b>August, 2000</b>	<b>Date Last Reviewed with Staff</b>	<b>8/27/2001</b>
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Oak Grove continues to be a safe and secure campus. The school community has developed a Safety Plan. The plan addresses all aspects of safety from violence prevention to earthquake preparedness. A critical element of Oak Grove’s safe campus is its co-curricular programs that serve as outlets for the diversified student population. Ongoing community access to the campus facilities has further promoted the notion of a safe, secure campus.

## School Programs and Practices that Promote a Positive Learning Environment

Oak Grove High School has a written discipline plan that was developed by staff and parents in accordance with district policy. The plan is mailed to parents at the beginning of each school year.

Special programs have been developed by the school to encourage appropriate student behavior. In-school suspension and after school detention are designed to retain students in the system, yet correct misbehavior and truancy.

Oak Grove has been able to maintain and monitor student attendance to the point that the average number of students attending on a daily basis was 95.6%.

## Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	1999	2000	2001	1999	2000	2001
<b>Suspensions (number)</b>	337	391	322	2862	2549	2101
<b>Suspensions (rate)</b>	13%	14%	12%	11%	10%	9%
<b>Expulsions (number)</b>	1	4	3	22	74	31
<b>Expulsions (rate)</b>	0%	0.1%	0.1%	0.1%	0.3%	0.1%

## School Facilities

Oak Grove High School was established in 1967. The present site was opened in 1968 with a designed capacity of 1,800 students. Many new buildings have been added to accommodate a current enrollment of 2,658. The custodial crew continues to do an outstanding job of keeping Oak Grove running smoothly and maintaining its attractive appearance and clean environment.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

**English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)**

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	---	---	30	---	---	27	---	---	28
10	---	---	31	---	---	27	---	---	31
11	---	---	26	---	---	24	---	---	29

**ELA Subgroups (More than 10 Students Per Grade Level with Test Results)**

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	30	32	2	34	13	35	0
10	26	37	0	36	12	36	0
11	26	28	0	32	11	31	0

**Stanford 9**

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

**Reading**

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	39	33	36	32	30	32	34	35	35
10	35	29	31	30	26	28	33	34	34
11	34	31	32	29	29	29	35	36	37

## Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	54	57	56	54	57	56	48	51	51
10	57	46	43	55	46	47	44	46	45
11	57	51	47	52	48	47	45	47	46

## Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

### Stanford 9 Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	36	35	6	40	21	40	
10	29	33	0	36	13	35	
11	33	31	1	38	14	36	

### Stanford 9 Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	59	52	24	61	46	58	
10	42	43	25	45	36	44	
11	50	44	17	53	40	49	

## Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

### Stanford 9 Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	33		41	28	20		53	
10	19		35	31	18		45	
11	19		32	25	24		44	

### Stanford 9 Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	50		72	59	38		69	
10	21		62	62	26		48	
11	21		61	61	34		51	

### Local Assessment

All incoming 9<sup>th</sup> graders are given reading and language tests in the fall and spring using the Northwest Evaluation Level Assessment. The average scores of all students for fall and spring are listed below.

Reading		
Fall	Spring	Growth
221	224	3

Language		
Fall	Spring	Growth
221	224	3

## California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	18.8	17.4	20.0	18.2	14.7	22.8	23.0	20.6	25.4

## SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Grade 12 Enrollment	534	604	614	5,199	5,632	5,693	334,852	347,813	357,789
Percentage of Grade 12 Enrollment Taking Test	39.30	38.08	46.25	38.50	37.73	39.91	36.50	36.45	36.63
Average Verbal Score	485	479	480	459	459	462	492	492	492
Average Math Score	516	510	516	494	502	500	513	517	516

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years.

Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school.

Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal

### School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	91	96	100	Percentage Tested	96	100	---
Base API Score	655	631	637	Growth API Score	618	636	645
Growth Target	7	8	8	Actual Growth	-37	5	---
Statewide Rank	7	5	6	Eligible for Awards	No	No	---
Similar Schools Rank	8	3	2	Eligible for II/USP	No	Yes	---

### API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
<b>African-American</b>				<b>African-American</b>			
Base API Score			553	Growth API Score		554	559
Growth Target		6	6	Actual Growth		32	---
<b>Asian-American</b>				<b>Asian-American</b>			
Base API Score	727	699	689	Growth API Score	690	687	695
Growth Target	6	6	6	Actual Growth	-37	-12	---
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Base API Score	546	540	557	Growth API Score	529	553	563
Growth Target	6	6	6	Actual Growth	-17	13	---
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
Base API Score	712	691	699	Growth API Score	668	700	705
Growth Target	6	6	6	Actual Growth	-44	9	---

Because of the small number of students at this school in the following ethnic groups: American Indian or Alaska Native, Filipino-American and Pacific Islander, data is not reported.



## API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	499	551	551	Growth API Score	540	547	557
Growth Target	6	6	6	Actual Growth	41	-4	---

## IV. School Completion (Secondary Schools)

### Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9-12)	2,591	2,658	2,747	23,802	24,259	24,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	9	19	11	1,375	1,098	840	47,306	46,470	47,282
Dropout Rate	0.4	0.7	0.4	5.8	4.5	3.4	2.9	2.8	2.8

## V. Class Size

### Average Class Size and Class Size Distribution

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses. Instructional Aides are provided through Special Education funds for all Special Education classes. *The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.*

## Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
English	26.7	24	72	8	24.6	52	53	9	25.0	44	60	8
Mathematics	28.8	8	44	17	27.3	20	48	15	25.9	30	54	4
Science	28.8	9	46	18	29.0	8	50	20	28.5	10	53	16
Social Science	31.3	3	30	34	30.7	7	32	30	30.9	1	45	24

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	1999	2000	2001
<b>Total Number of Teachers</b>	113	123	120
<b>Full Credential</b> (fully credentialed and teaching in subject area)	105	107	100
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	15	25	22
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	1	8

### Teacher Evaluations

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators and peer coaches (colleagues trained in improving the delivery of instruction). The Directors are required to provide formal written evaluations for permanent teachers, counselors and student advisors every other year. Temporary and probationary teachers are evaluated annually. The Directors also evaluate the performance of the Director of Activities. The Directors, in turn, are evaluated by the Superintendent.

Teachers participate in staff development programs offered by the district and Oak Grove High School. In addition, many take advantage of local college and university classes, and workshops offered by the Santa Clara County Office of Education. Fifty mentor teachers and fourteen subject-area-coordinators support teacher improvement and curriculum development.

## Substitute Teachers

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

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

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	3.80
Librarian	1.00
Psychologist	1.00
Social Worker	0.00
Nurse*	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	5.40

\*Two school nurses serve the entire District.

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
3.80	706.84

## VII. Curriculum and Instruction

### School Instruction and Leadership

In response to input gathered from community collaborative stakeholders, from Workforce Silicon Valley Businesses, and from reading the Secretary of Labor's SCANS 2000 Report (Secretary's Commission on Acquiring Necessary Skills), Oak Grove is engaging in a school-to-career focused restructuring effort to increase student achievement and to prepare students to meet the challenges and demands of the 21st century. To that end, Oak Grove has researched, piloted and adopted a school-to-career format that will not only add relevancy to the curriculum, but will also fuel the continuum of change at Oak Grove High School. Therefore, nine interest paths have been formalized, and all incoming freshmen were enrolled in their choice of: Air Force Jr. ROTC, Business & Finance, Communication/Performing Arts, Eagle Engineering, Environmental Studies, Health/Sports Medicine, Public Service, Travel & Tourism and Information Technology

### Professional Development

Because professional development is the engine of reform that fuels increased student achievement through research-based teacher education, it continues to be an essential component in Oak Grove High School's master plan for educational excellence. Carefully aligned with state and district content and performance standards and with our Expected Schoolwide Learning Results (ESLR's), Oak Grove's professional development plan not only directly supports students' needs, our WASC Action Plan and the California State Coordinated Compliance Review requirements, but it is also designed to effect increased student achievement for all students.

### Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$40.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$200.00 plus.

New textbooks were adopted by the Board of Trustees for courses in ELD, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks will be phased into schools over the next few years to replace outdated textbooks.

***Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.***

In an effort to continue to provide students and staff with up to date materials and technology, computers have replaced dated typewriters in business education classes and more VCR's are evident in all classrooms. Computers with laser printers have been made available for teachers to use during their preparation periods

### Instructional Minutes (School Year 2000-2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
9 - 12	65,075	64,800

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts	0	0
Computer Science	6	150
English	0	0
Foreign Language	0	0
Mathematics	6	174
Science	0	0
Social Science	3	86

### Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
15227	11254	73.91

### Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
512	208	40.63

## College Admission Test Preparation Course Program

Oak Grove High School has always participated in a college admissions test prep program. This year we have contracted with KAPLAN, Inc. There are approximately 100 students who are enrolled and prepared to take the test in May and June. The program has proven to be very successful in enabling our students to score higher on the SAT and ACT college entrance exams.

## Degree to Which Students are Prepared to Enter Workforce

Although the Oak Grove High School Career Interest Paths will have the latitude to format their programs according to their needs, all Career Interest Paths will share the same Standards for Mission and Core Curricular Skills. In addition, because Oak Grove's restructuring effort is aimed at increasing achievement for all students, students with special needs and/or of different social, academic, economic, ethnic, racial, and traditionally under-represented gender backgrounds will have equal access to the curriculum through the career interest paths.

Using the Oak Grove High School Standards for a Quality Integrated School-to-Career Program, career paths will develop four-year individualized learning plans. Through this comprehensive plan of services, students will follow structured pathways within a career theme employment, advanced occupational training, or higher education. A common thread of critical thinking skills, SCANS employability skills, portfolio preparation, and a career theme will be interwoven throughout the interest paths, and the curriculum will be integrated so that students can learn to synthesize complex concepts and apply high-level thinking skills across subject matter boundaries to comprehend content. Moreover, students will utilize current and emerging technology as an instructional tool, not only to enhance learning across the curriculum, but also to access, integrate, and apply information to solve real world problems.

To enhance and add relevance to school learning, students will participate in work-based learning opportunities that include career-related trips at each grade level, job shadowing, and services. Not only will student achievement, attendance, and retention be increased, but the relevance added by work-based learning will also enhance student-teacher interaction and make learning more meaningful.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 1999-2000)

Average Salary uses the statewide data category used for comparison by type and size of district (only data available from the State at this time is 1999-2000 Salary data).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$32,642
Mid-Range Teacher Salary	\$55,387	\$52,535
Highest Teacher Salary	\$68,349	\$63,470
Average Principal Salary	\$86,580	\$91,297
Superintendent Salary	\$140,019	\$125,774
Percentage of Budget for Teacher Salaries	41.5	39.1
Percentage of Budget for Administrative Salaries	4.5	5.0

## Expenditures (Fiscal Year 1999-2000)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$150,357,626	\$6,204	\$5,843	\$5,705

## Types of Services Funded

In 2000-2001, the East Side Union High School District received \$189 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,069 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Oak Grove received additional funds to provide assistance to students with special needs. The following is a list of specially funded programs:

- English Language Learners
- Gifted and Talented Education
- Student Assistant Program
- Peer Tutoring
- Speech Therapy
- Crisis Counseling
- Learning Handicapped
- Transitional Program for Refugee Children
- Vocational Education
- Cooperative Work Experience
- Emergency Immigrant Aid
- ROTC Magnet Program
- Eagle Program (Drop-out Prevention)
- Travel / Tourism Magnet