

Oak Grove High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



East Side Union High School District

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District Governing Board

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Educational Services**

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School Description

Oak Grove High School is a comprehensive public high school (grades 9-12) with 82 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.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at 408.347.6500 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	508
Grade 10	471
Grade 11	472
Grade 12	452
Total Enrollment	1,903

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.1
Asian	20.3
Filipino	3.9
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	0.6
White	8.9
Two or More Races	4.3
Socioeconomically Disadvantaged	58.1
English Learners	15.3
Students with Disabilities	11.8
Foster Youth	0.9

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	13-14	14-15	15-16
With Full Credential	81	79	73
Without Full Credential	4	3	7
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Grove High School	13-14	14-15	15-16
Teachers of English Learners	1	2	1
Total Teacher Misassignments	2	2	1
Vacant Teacher Positions	0	0	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

2014-15 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	90.4	9.6
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

* 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 2015-16)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – “Geometry” McDougal Littell 2007 Algebra II – “Algebra 2” McDougal Littell 2007 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>Forensic Science- Criminalistics: An Introduction to Forensic Science 2004 Biology – CK-12 ESUHSD Flexbook 2015</p> <p>"Chemistry: Connections to Our Changing World" Prentice Hall 2002 Physics - Physics: "Principles and Problems" Glencoe 1995</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>History-Social Science</p>	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Magruder’s American Government” Prentice Hall 1997 Economics – “Holt Economics” Holt 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Foreign Language</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Health</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Visual and Performing Arts</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science Laboratory Equipment</p>	<p>Science labs are adequately equipped</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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 1967. 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 Title IX Interior Modernization which includes male and female locker rooms for PE and athletics. Current modernization projects include the U building and theater. The U building was completed in August 2015. The theater should be completed in October, 2015.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Bld H2 has constantly clogged toilets and sewage. Action/plan-site to submit work order for M&O to schedule the work. Bld K: Smell from drain in girls restroom. Action/plan-site to submit work order for M&O to schedule the work. Bld P1, P2, P3 & P4 Portable CR: AC needs to be replaced, unreliable unit. Action/plan-site to submit work order for M&O to schedule the work. Bld PF0, PF1, PF2, PF3 & PF4 Portable CR: AC always has problems, old unit. Action/plan-site to submit work order for M&O to schedule the work. Bld Q & Bld S: Old AC unit is always a problem. Needs replacement. Action/plan-site to submit work order for M&O to schedule the work. Bld T Weight Rm: Old AC unit does not work at all. Action/plan-site to submit work order for M&O to schedule the work. Marquee: Old one not working, new one not complete. Action/plan-site to submit work order for the old unit M&O to schedule the work. The new marquee has been completed as of September 2015.
Interior: Interior Surfaces		X		Bld P1, P2, P3 & P4 Portable CR: Interior wall coverings peeling off, smells old and musty. Action/plan-site to submit work order for M&O to schedule the work. Bld PF0, PF1, PF2, PF3 & PF4 Portable CR: Interior surface in bad condition, carpet and wall coverings need replacing. Action/plan-site to submit work order for M&O to schedule the work. Bld PF23 Portable CR: One hole in wall behind door. Action/plan-site to submit work order for M&O to schedule the work.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				Bld P1, P2, P3 & P4 Portable CR: Difficult to keep clean smell. Action/plan-site to submit work order for M&O to schedule the work. Bld PF0, PF1, PF2, PF3 & PF4 Portable CR: Interior surface in bad condition, carpet and wall coverings need replacing. Action/plan-site to submit work order for M&O to schedule the work. Field Complex (Soccer, Softball North): Gopher holes in the ground. Action/plan-site to submit work order for M&O to schedule the work. Sand Volleyball Courts: Weeds growing. Site custodian to address weeds and site to submit work order for M&O to schedule the exterminator.
Electrical: Electrical	X				Marquee: Old one not working, new one not complete. Action/plan-site to submit work order for the old unit M&O to schedule the work. The new marquee has been completed as of September 2015.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Bld H2: Sink faucets leaking. Action/plan-site to submit work order for M&O to schedule the work. Bld K: Smell from drain in girls restroom. Action/plan-site to submit work order for M&O to schedule the work. Bld X: Restroom leaking (toilet). Action/plan-site to submit work order for M&O to schedule the work. Field Complex (Soccer, Softball North); Fountain needs to be replaced. Action/plan-site to submit work order for M&O to schedule the work.
Safety: Fire Safety, Hazardous Materials	X				No item noted.
Structural: Structural Damage, Roofs	X				Bld P1 Portable CR: Wood panels missing outside. Action/plan-site to submit work order for M&O to schedule the work. Bld PF1 Portable CR: Exterior missing wood board. Action/plan-site to submit work order for M&O to schedule the work. Field Complex (Soccer, Softball North); Dugout roofs need to be replaced. Action/plan-site to submit work order for M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Field Complex (Soccer, Softball North) & Landscape Hardscape: Item noted but no comment. Action/plan-site to submit work order for M&O to schedule the work. Sand Volleyball Courts: Weeds growing. Site custodian to address weeds and site to submit work order for M&O to schedule the exterminator. Swimming Pool Complex: Need to replace mesh around fence. Action/plan-site to submit work order for M&O to schedule the work.
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	49	59	44
Math	32	38	33

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

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	47	50	42	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.80	29.00	21.10

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	42
Male	42
Female	43
Black or African American	31
American Indian or Alaska Native	--
Asian	64
Filipino	58
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	62
Two or More Races	68
Socioeconomically Disadvantaged	19
English Learners	3
Students with Disabilities	32
Students Receiving Migrant Education Services	46
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	469	438	93.4	18	31	30	18
Male	11	469	225	48.0	24	31	27	16
Female	11	469	213	45.4	13	31	33	21
Black or African American	11	469	29	6.2	17	31	28	21
American Indian or Alaska Native	11	469	3	0.6	--	--	--	--
Asian	11	469	72	15.4	4	19	26	50
Filipino	11	469	14	3.0	7	36	36	21
Hispanic or Latino	11	469	244	52.0	22	39	30	7
Native Hawaiian or Pacific Islander	11	469	3	0.6	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11	469	42	9.0	19	14	38	26
Two or More Races	11	469	31	6.6	19	19	35	26
Socioeconomically Disadvantaged	11	469	151	32.2	20	37	32	8
Students with Disabilities	11	469	42	9.0	57	19	12	2
Students Receiving Migrant Education Services	11	469	20	4.3	20	50	25	5
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	469	436	93.0	42	25	19	13
Male	11	469	224	47.8	46	23	16	15
Female	11	469	212	45.2	38	26	23	11
Black or African American	11	469	28	6.0	39	29	25	7
American Indian or Alaska Native	11	469	3	0.6	--	--	--	--
Asian	11	469	72	15.4	11	22	25	42
Filipino	11	469	14	3.0	29	36	21	14
Hispanic or Latino	11	469	243	51.8	56	25	14	4
Native Hawaiian or Pacific Islander	11	469	3	0.6	--	--	--	--
White	11	469	42	9.0	26	24	29	19
Two or More Races	11	469	31	6.6	35	23	23	16
Socioeconomically Disadvantaged	11	469	152	32.4	49	30	13	7
Students with Disabilities	11	469	41	8.7	80	15	0	0
Students Receiving Migrant Education Services	11	469	20	4.3	55	30	10	5
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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 number of reported bullying cases by 25%
- Reduce number of full day suspensions by 15%
- Create a campus climate conducive to learning for staff and students
- Create a more positive perception of the school and its students by increasing community oriented events and grow positive exposure.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.09	7.26	4.67
Expulsions Rate	0.05	0.10	0.05
District	2012-13	2013-14	2014-15
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 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	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	27	28	22	21	15	23	40	34	43	20	29
Math	28	28	30	18	16	10	13	14	6	45	38	30
Science	29	30	30	12	10	11	5	4	6	46	44	40
SS	28	28	26	14	12	16	10	13	13	38	33	30

* 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.

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	381

* 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.

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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,378	\$44,363
Mid-Range Teacher Salary	\$78,040	\$71,768
Highest Teacher Salary	\$100,055	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$131,750	\$133,673
Superintendent Salary	\$239,583	\$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
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
- College advisor to assist students with the admissions process
- Monthly parent and student academic workshops
- Bay Area Tutoring Association to provide academic support (tutoring)
- LinkCrew program for all freshmen
- Tutor and homework center for all students
- Professional development for all staff
- Translation and interpreting services
- Supplemental Educational Services

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,580	\$1,535	\$6,044	\$83,831
District	♦	♦	\$6,672	\$80,860
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-9.4	9.7
Percent Difference: School Site/ State			28.9	16.0

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	52	23	24	45	37	18
Male	56	21	23	47	35	19
Female	47	26	27	43	39	18
Black or African American	58	29	13	55	41	3
Asian	30	19	51	17	36	47
Filipino	41	29	29	35	41	24
Hispanic or Latino	64	22	14	58	38	5
White	37	42	21	37	37	26
Two or More Races	44	11	44	35	18	47
Socioeconomically Disadvantaged	59	24	17	49	40	11
English Learners	95	5		81	19	
Students with Disabilities	90	6	4	83	14	3
Students Receiving Migrant Education Services	71	18	12	44	50	6

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Oak Grove High School	2012-13	2013-14	2014-15
English-Language Arts	50	48	48
Mathematics	58	54	55
East Side Union High School District	2012-13	2013-14	2014-15
English-Language Arts	56	50	50
Mathematics	63	56	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Oak Grove High School	2011-12	2012-13	2013-14
Dropout Rate	18.80	13.50	13.10
Graduation Rate	77.94	82.90	84.94
East Side Union High School District	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	169
% of pupils completing a CTE program and earning a high school diploma	31%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

California Partnership Academy: The Academy of Hospitality & Tourism

- 10th Grade Introduction to Hospitality & Tourism - elective (CTE)
- 11th grade Tourism & Hospitality Management (CTE)
- Summer Internship - elective (CTE)
- 12th Grade Marketing Hospitality & Tourism - elective (CTE)

Through their participation in the academy, students are able to explore career paths and work with industry professionals. There are multiple events at each educational level which prepare students for the workforce such as an annual Job Shadowing event in February. In addition, students are exposed to a variety of occupations and industries via online surveys, email mentors, field trips, mock interviews. In their senior year, students participate in "Networking for Success," an after-school event in which industry professionals deliver presentations to students who have identified their careers as an area of interest. Professionals discuss with students their experiences and what has made them successful. All levels participate in Familiarization Trips that expose them to multiple industries and workplace settings.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	83.49	82.2	84.6
Black or African American	92.59	78.16	76
American Indian or Alaska Native	75	75	78.07
Asian	92.04	94.09	92.62
Filipino	95.83	89.46	96.49
Hispanic or Latino	74.62	73.24	81.28
Native Hawaiian/Pacific Islander		86.21	83.58
White	85.71	87.32	89.93
Two or More Races	111.11	71.64	82.8
Socioeconomically Disadvantaged	66.67	59.15	61.28
English Learners	69.05	58.78	50.76
Students with Disabilities	80.82	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.48
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	34.18

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	6	♦
Science	4	♦
Social Science	5	♦
All courses	24	.6

* Where there are student course enrollments.