

East Side Union High School District presents...
A Report to the Oak Grove Community

**1996-1997
 School • Accountability • Report Card**

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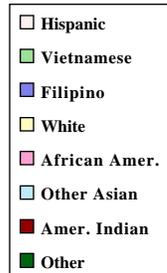
MISSION STATEMENT

Our mission at Oak Grove High School is to offer all students the opportunity to gain the skills and knowledge that will empower them to become contributing members of society.



STUDENT POPULATION

Hispanic	27.90%
Vietnamese	14.10%
Filipino	5.21%
White	33.61%
Black	8.63%
Other Asian	9.09%
American Indian	.96%
Other	.05%



There are 2,398 students enrolled at Oak Grove for the 1996-97 school year (10/96 data). Students come from three intermediate schools within the surrounding area: Carolyn Davis, Bernal and Herman. Our diverse ethnic population is represented in the graph above.

Eighteen percent of the students are Limited English Proficient. Six percent of the population are Special Education students.

LOCATION

Located in the southern part of Silicon Valley just off highway 101 on Blossom Hill Road, Oak Grove High School serves the south San Jose/Blossom Hill area. The school is between Eagles Lane and Lean Ave.

SCHOOL FACILITIES and SAFETY

Oak Grove High School was established in 1967. The present site was opened in 1968 with a designed capacity for 1,800 students. Many new buildings have been added since to accommodate a current enrollment of 2,398. The custodial crew continues to do an outstanding job of keeping Oak Grove running smoothly and maintaining its attractive appearance.

Oak Grove continues to be a safe and secure campus. This is reflected in the 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.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 225-9332.

Superintendent Joe Coto
 East Side Union High School District
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 San Jose, CA 95133

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CLASS SIZE and TEACHING LOADS

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 English classes to forty-two or less in physical education. The specific class size by subject area is established by 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.

Smaller classes are offered for students in Special Education, English as a Second Language (ELD), and Social Studies, Science and Math classes having all ELD populations.

The average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art29	Other..... 30
Business Education29	Safety Education35
Typing/Keyboard40	Science.....32
English.....30	Social Science.....34
Foreign Language 29	
Homemaking..... 29	<i>Additionally, the following</i>
Industrial Education.....29	<i>classes average:</i>
Mathematics32	ELD
Performing Arts (Band, Choir, Drama excepted)30	Language Arts 1&220
Physical Education 42	Survival Skills20
Reading	Language Arts 330
Improvement &Development20	Bilingual/Sheltered25

All ninth grade English, Math and Science classes were loaded at a ratio of 25 to 1

TRAINING and CURRICULUM IMPROVEMENT

Oak Grove held inservice programs on eight days. Hughes Bill training was conducted by Dr. Kathleen Kenfield who has specialized in methodologies for teaching limited English proficient students. At the conclusion of this yearlong endeavor, approximately 76% of Oak Grove's faculty became certified to address the needs of these students in our school. Classified staff received training through a districtwide coordinated professional development plan.



Staff Inservice Days	Topic
September 30, 1996	All Day Hughes Bill Training
October 1, 1996	All Day Hughes Bill Training
November 18, 1996	All Day Hughes Bill Training
November 19, 1996	All Day Hughes Bill Training
December 11, 1996	All Day Hughes Bill Training
January 27, 1997	All Day Hughes Bill Training
March 19, 1997	All Day Hughes Bill Training
April 18, 1997	All Day Hughes Bill Training

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

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 principal and associate principals 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 Principal also evaluates the performance of the Associate Principals and the Director of Activities. The Principal, in turn, is 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.

TEXTBOOKS and INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00.



New textbooks were adopted by the Board of Trustees last year 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.

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.

TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1996-97, there were approximately 10 teachers requiring special credentials throughout the district.

QUALITY OF 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 which will not only add relevancy to the curriculum, but will also fuel the continuum of change at Oak Grove High School. Therefore, eight career paths have been formalized, and all incoming 1997-98 freshmen will be enrolled in their choice of: Air Force Jr. ROTC, Business & Finance Communication, Performing Arts, Eagle Engineering, Environmental Studies, Health/Sports Medicine, Public Service, and Travel & Tourism.

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 back-

grounds 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, integrated, and apply information to solve real world problems.

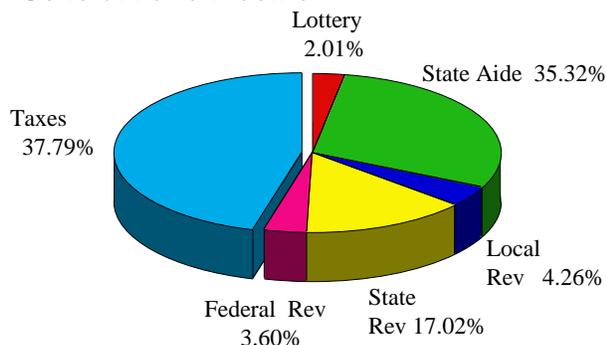
To enhance and add relevance to school learning students will participate in work-based learning opportunities which include career-related trips at each grade level, job shadowing, and services, not only will student achievement, attendance, and retention be increased, but the relevance added by work-based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

EXPENDITURES and SERVICES OFFERED

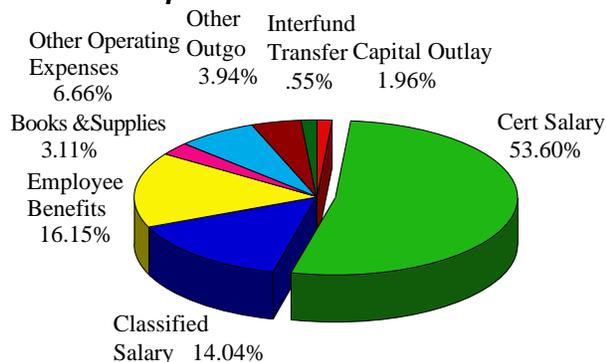
In 1996-97, the East Side Union High School District received \$121 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$5,536.00 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District.

—General Fund Income—



—District Expenditures—



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:

- Limited English Proficient
- 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

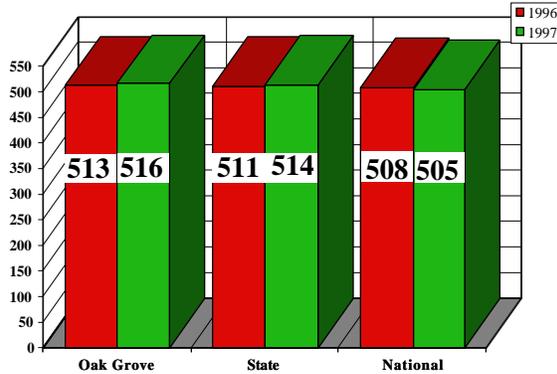
—Compensation / Salary—

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD
Beginning Teacher's Salary	\$27,896	\$23,273-\$34,662	\$27,723
Midrange Teacher's Salary	\$45,863	\$39,666-\$54,562	\$48,119
Highest Teacher's Salary	\$55,196	\$48,244-\$61,207	\$59,215
School-Site Principal's Salary	\$79,461	\$67,575-\$92,903	\$77,356
District Superintendent's Salary	\$106,594	\$85,112-\$131,300	\$110,088

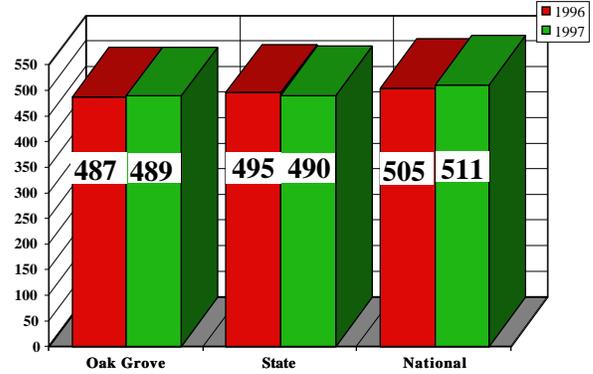
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Oak Grove students who gave permission to have their scores reported to their school averaged a scale score of 516 in 1997. This represents an increase of 3 points from the previous year. The graph above compares the mean mathematics scores for Oak Grove attained in 1996 and 1997 with those attained by students across the state and across the nation.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1997, Oak Grove students volunteering their scores averaged a verbal scale score of 489, an increase of 2 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Oak Grove attained in 1996 and 1997 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1996 -1997

Oak Grove High School provides a wide range of personal services to the students. The guidance office is staffed daily with 3 full time credentialed counselors and two clerical assistants. The student to counselor ratio is 812:1. The registrar's office assists with enrollment of students and high school transcripts. An associate principal two student advisors, two community liaisons and a team of four attendance clerks work on discipline, attendance and behavior problems. Our library has a full time credentialed librarian. Additional student support includes a health clerk, assessment clerk, speech therapist, psychologist, and career center clerk. Instructional aides assist staff in special education and English as a second language. Administration includes a principal and two associate principals.



ATTENDANCE and DROPOUT RATES

In 1996-97, Oak Grove High School's average daily attendance (ADA) was 98.10%. Excused absences for illness, court appearances and medical appointments totaled 90% and unexcused absences (for family vacations, religious holidays, etc.) were 10%.



Oak Grove's attendance monitoring system notifies parents by phone of student absences. Absences were also noted on the quarterly report cards. Liaison staff made home visits when students had missed excessive amounts of school and/or when phone contacts were unsuccessful.

The number of students who left school during the 1996-1997 school year without a transcript request was 28. This represented a dropout rate of 1.5%.



CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

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 95.8%.