



Garden Grove Unified School District

LA QUINTA HIGH SCHOOL

2010-2011 School Accountability Report Card

10372 McFadden Avenue
Westminster, CA 92683
Phone: (714) 663-6315
Website: www.ggusd.us

Denise Halstead,
Principal
Laura Schwalm, Ph.D.,
Superintendent

School Description

La Quinta High School is a school having grades 9-12; it is one of 70 schools in the GGUSD and serves students from the cities of Westminster, Garden Grove, Fountain Valley, and Santa Ana.

Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

Parents at the school participate in such activities as Open House/Back-to-School Night, Freshman Orientation, Eighth-Grade Parent Night, English Learner Advisory Committee meetings, athletic and cheerleading booster groups, Friends of Music, Parent-Teacher-Student-Staff Organization (PTSSO), Grad Night planning, the School Site Council, and WASC self-study committees. Parents also participate in Power School classes, financial aid workshops, and College Night.

Please contact the school principal at (714) 663-6315 for specific information regarding any of these parent involvement activities.

School Leadership and Support Personnel

Strong leadership is essential in a quality school, and is provided at La Quinta High School by Denise Halstead, the principal, a professional educator for 27 years. She was appointed principal of La Quinta High School in 2010.

Along with the principal, the school's leadership team is composed of Chris Cumberland, Erin Lara, and Mark H. Nguyen, the assistant principals; counselors; activities director; athletic director; department chairs; teachers; the Title I facilitator and the school secretary. Among its responsibilities, the leadership team advises on academic and extra-curricular programs.

In addition to administrators, teachers, and classified staff, specially trained support personnel are also available to students. They include:

- Psychologist
- Speech/Language Pathologist
- Nurse/Health Assistant
- Librarian
- Community Liaison Worker
- Campus Safety Assistants
- Title I Teacher
- Counselors
- Adapted P. E. Teacher
- Account Tech Clerk
- Instructional Aides
- Community Outreach Specialist
- Instrumental Music Teacher
- Vocal Music Teacher
- Special Officer (GGPD)
- Resource Specialist Teacher
- Special Day Class Teacher
- School Testing Clerk
- Computer Resource Assistant

Our Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

Our Goal

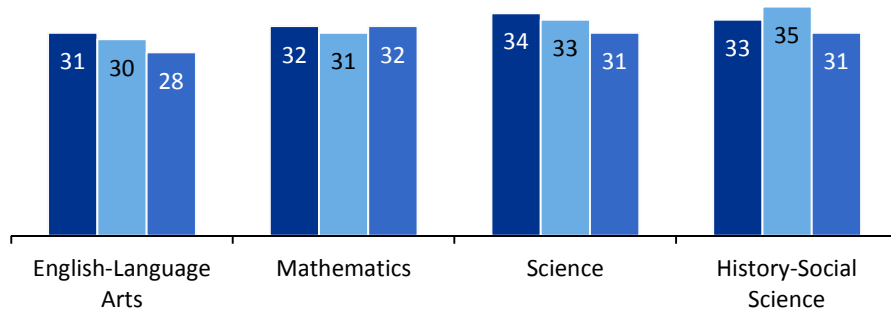
It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.



Class Size

07-08 08-09 09-10

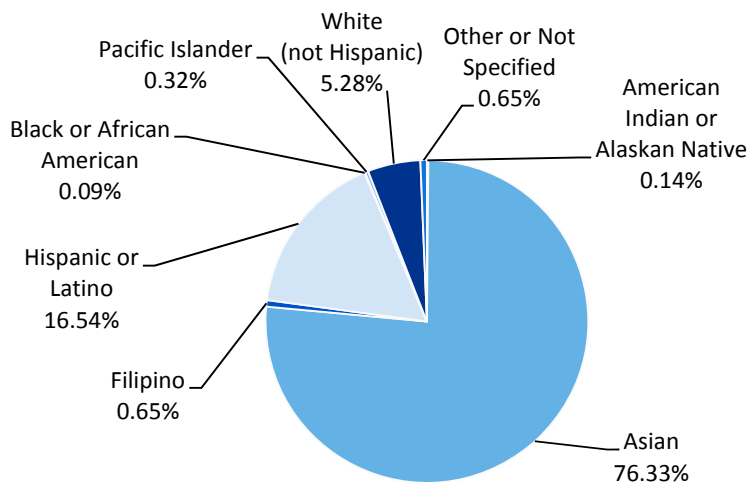
The three-year data for average class size is displayed below.



Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	8	23	32	10	29	23	18	67	50
Mathematics	3	22	32	4	28	26	14	51	63
Science	3	10	31	1	12	35	9	51	53
History-Social Science	1	16	25	0	7	35	5	55	34

Enrollment and Demographics



* School data reported October 1, 2010.

School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers, counselors, and campus safety assistants.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. The safety plans include such elements as emergency plans and procedures, homeland security alert precautions, school rules, and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, not fewer than four times per year at each intermediate school, and not fewer than twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lock-down exercise each year.

Enrollment and Demographics

The total enrollment at the school is 2,159 students for the 2010-11 school year.*

School Facility Good Repair Status (2010-11)

The table below summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in "good repair" at the school. Additional information about the condition of the school's facilities may be obtained by speaking with the principal.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Most Recent School Inspection and FIT Completion Date			August 23, 2010

School Facilities

The GGUSD prides itself on maintaining quality facilities conducive to teaching and learning. School custodial and district maintenance staff operate an inspection system to ensure all sites are clean, safe, well maintained, and in good repair. All classrooms, playground areas, and working space for staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site improvement projects are approved annually as needed. A district graffiti removal team helps to keep schools looking attractive.

La Quinta High School first opened in 1964. The school has 64 permanent classrooms and three portable classrooms in use on the campus. The school also has a gymnasium, two swimming pools, weight rooms, six computer labs, and athletic facilities.

Projects recently completed or scheduled to be completed at the school this year include new carpeting in five classrooms and two buildings, new roofing for the administration building, repair and resurfacing of blacktop areas, and improved handicapped-access for one restroom.

In June 2010, GGUSD voters approved Measure A, authorizing \$250 million in general obligation bonds and enabling the GGUSD to qualify for as much as \$200 million in matching state school bond funds for large-scale infrastructure repair, improvement, and modernization projects.

Bond proceeds, coupled with state matching funds, will help finance such major improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom, and fire safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom and drinking fountain fixtures; and retrofitting schools for better accessibility for the disabled.

Bond funds will be kept and monitored by the Orange County Treasurer, and will be subject to scrutiny by the citizen's oversight committee, with annual independent audits open for public inspection.

School Facility Items Inspected

The following is a list of items inspected.

- **Systems:** gas systems and pipes, mechanical systems (heating, ventilation, and air conditioning), sewer
- **Interior:** interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** pest/vermin control, overall cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** electrical systems (interior and exterior)
- **Restrooms/Fountains:** restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** structural condition, roofs
- **External:** windows/doors/gates/fences, playgrounds/school grounds



Quality, Currency, and Availability of Textbooks and Instructional Materials

Below are current core subject textbooks used at the school and the year adopted.

Textbooks and Instructional Materials List		
Subject	Adopted	Most Recent State Board of Education or Local Governing Board Approved
English/Language Arts	2002-03	Yes**
Math: Algebra Readiness	2008-09	Yes
Math: Algebra 1	2008-09	Yes
Math: Algebra and Trigonometry	2008-09	Yes
Math: Geometry	2008-09	Yes***
Math: Algebra 2	2008-09	Yes***
Math: Pre Calculus	2008-09	Yes***
Math: All Other Courses	2000-01	Yes*
History/Social Science	2006-07	Yes
Science	2007-08	Yes
Visual/Performing Arts	2007-08	---
Foreign Language	2007-08 ⁺⁺	---
Health	2007-08	---

* The Omnibus Education Trailer Bill to the 2009 Budget Act suspends the requirements to purchase newly adopted instructional materials until 2013-14 and delays the instructional materials adoption cycle for the same period.

*** Geometry, Algebra 2, and Pre Calculus at the high schools will be in use starting 2011-12 pending availability of funds.

+ Textbooks for Intensive Reading Intervention and English Language Development were adopted in 2009-10.

++ Spanish and Vietnamese only.

Note: This data collected and verified by the district in September 2010.

California Physical Fitness Test

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. Please note the state Department of Education was unable to provide the physical fitness testing results for the 2009-10 school year at the time of publication of this report. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, can be found at www.cde.ca.gov/ta/tg/pf/.

Quality, Currency, and Availability of Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English-language arts, mathematics, history-social science, health, foreign language, visual-performing arts and science have been adopted from those approved by the state Board of Education. The Garden Grove Unified School District Board of Education has adopted district 9-12 textbooks in the subjects listed above. K-12 textbooks for mathematics, history-social science, science, English-language arts including reading, and foreign language are aligned with state adopted content standards and state or national frameworks following the state adoption schedule. Health will be adopted at the K-6 level when the state standards have been adopted by the state Board of Education.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	67%	74%	72%	48%	51%	53%	46%	50%	52%
Mathematics	46%	49%	55%	47%	51%	56%	43%	46%	48%
Science	66%	75%	76%	52%	56%	59%	46%	50%	54%
History-Social Science	66%	73%	78%	47%	52%	53%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	53%	56%	59%	53%
All Students at the School	72%	55%	76%	78%
Male	70%	57%	77%	79%
Female	75%	54%	75%	77%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	53%	60%	75%	80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	51%	25%	46%	52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	67%	40%	71%	78%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	70%	55%	73%	77%
English Learners	35%	41%	46%	48%
Students with Disabilities	34%	34%	32%	33%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Suspensions and Expulsions

The table below displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

Suspension and Expulsion Rates						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.044	0.095	0.147	0.135	0.126	0.248
Expulsion Rate	0.000	0.007	0.006	0.001	0.003	0.002

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." For more information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks — Three Year Comparison			
	06-07	07-08	08-09
Statewide API Rank	10	10	10
Similar Schools API Rank	10	10	10

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	9	16	11
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	8	13	9
Filipino	■	■	■
Hispanic or Latino	11	25	12
Native Hawaiian or Pacific Islander	■	■	■
White	24	2	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	7	24	10
English Learners	-32	11	22
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions 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.

See below for library contact information for your community.

Anaheim Public Library

Tel: (714) 765-1880
Internet: www2.anaheim.net/custom.cfm?name=welcome_library.cfm

Orange County Public Library

Tel: (714) 566-3000
Internet: www.ocpl.org

Serving the following cities within the GGUSD:

- Cypress
- Garden Grove
- Fountain Valley
- Stanton
- Westminster

Santa Ana Public Library

Tel: (714) 647-5250
Internet: www.ci.santa-ana.ca.us/library/



API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API Comparison		
	School	District	State
All Students	878	802	767
Black or African American	■	786	686
American Indian or Alaska Native	■	■	728
Asian	904	898	890
Filipino	■	879	851
Hispanic or Latino	770	735	715
Native Hawaiian or Pacific Islander	■	764	753
White	■	842	838
Two or More Races	■	760	807
Socioeconomically Disadvantaged	866	774	712
English Learners	811	761	692
Students with Disabilities	■	616	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Federal Intervention Program		
	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement		31
Percentage of Schools Identified for Program Improvement		46.3%

◇ Not applicable. This school is not a Program Improvement School.

Professional Development

The professional development program of the GGUSD focuses on research-based strategy instruction through extensive training and targeted in-class support. The use of student achievement data also assists in providing clear goals and expectations for planning inservices for teachers and paraprofessionals.

Five consecutive days of intensive workshops are conducted in late August to provide teachers with new knowledge and enhanced skills for the upcoming school year, while staff development opportunities are offered after school and by release time throughout the school year. Training in district curriculum, technology, and research-based strategy instruction are continuously offered. Along with these inservice opportunities, one non-student day is set aside each year for staff development involving all high school teachers in the district.

New teachers are provided an extensive BTSA-Induction training program. Classroom management, the district's base program, report cards, parent-teacher conferences, and research-based strategy instruction are just a few of the subjects of training for new teachers.

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they are unable to reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). The level of intervention increases with each additional year a school fails to meet the AYP target. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	School		District	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percentage of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate (for high schools)

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.



School Programs and Instruction

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- Advancement Via Individual Determination (AVID)
- Programs for English Language Learners
 - ▶ Economic Impact Aid/State Compensatory Education
 - ▶ Title III
- Special Education
- EETT School Technology Grant
- Title I
- Extended Day and Year Programs:
 - ▶ After School Intervention Classes
 - ▶ After School English Language Development Classes
 - ▶ Summer School

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents in the district are involved in decision-making through such organizations as school site councils, parent-teacher organizations, the district English Learner Advisory Committee, grade level or department chair meetings, and other parent or school advisory committees. At the high schools, parents and staff also participate in various booster clubs.

For a comprehensive profile of individual student performance, California Standards Tests and district benchmark assessment results are combined with other achievement measures including teacher and publisher-made tests, homework, writing assignments, portfolios, classroom observation, special projects and reports, and class participation. The CELDT (California English Language Development Test) is given to all English Learners.

Four progress reports and four report cards are sent home during the year in district intermediate and high schools.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the California Master Plan for Higher Education, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, visit the Web page located at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, visit www.calstate.edu/SAS/admreq.shtml.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th-grade, the table displays by student group the percent from the school who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs/.

Completion of High School Graduation Requirements

Group	Graduating Class of 2010		
	School	District	California
All Students	85.29%	83.24%	94.5%
Black or African American	66.67%	88.57%	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	88.39%	87.14%	97.4%
Filipino	100.00%	89.80%	98.2%
Hispanic or Latino	74.51%	79.11%	91.6%
Native Hawaiian or Pacific Islander	50.00%	82.14%	95.2%
White	92.31%	87.26%	98.1%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	83.84%	81.85%	91.3%
English Learners	65.70%	65.12%	98.5%
Students with Disabilities	71.43%	56.79%	53.4%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Data not available from the state at this time.

Courses for UC/CSU Admission (2008-09)

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data

2008-09 Admission

Percentage of Students Enrolled in Courses Required for UC/CSU Admission	65.8%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	48.4%



California High School Exit Exam Results for All Students: Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
School	71.9%	74.9%	78%	78.9%	84.6%	85%
District	59.0%	54.3%	56.8%	62.4%	62.3%	60.0%
California	52.9%	52.0%	54.0%	51.3%	53.3%	53.4%

California High School Exit Exam Results by Student Group: English-Language Arts (2009-10)

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	42.7%	34.9%	22.4%
All Students at the School	22.5%	20.0%	57.6%
Male	28.0%	20.7%	51.3%
Female	17.2%	19.3%	63.5%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	16.0%	20.4%	63.6%
Filipino	❖	❖	❖
Hispanic or Latino	43.0%	25.3%	31.6%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	50.0%	3.3%	46.7%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	24.2%	22.3%	53.5%
English Learners	41.2%	29.7%	29.1%
Students with Disabilities	82.9%	11.4%	5.7%
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or fewer, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California High School Exit Exam Results by Student Group: Mathematics (2009-10)

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	36.8%	29.3%	33.9%
All Students at the School	15.5%	30.8%	53.7%
Male	16.7%	29.6%	53.6%
Female	14.3%	32.0%	53.7%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	8.8%	27.2%	64.0%
Filipino	❖	❖	❖
Hispanic or Latino	40.5%	46.8%	12.7%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	33.3%	30.0%	36.7%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	17.9%	30.7%	51.5%
English Learners	27.9%	36.6%	35.5%
Students with Disabilities	72.2%	16.7%	11.1%
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

	Graduate and Dropout Rates								
	School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	98.28%	96.29%	95.09%	95.73%	92.38%	91.34%	80.61%	80.21%	78.59%
1-year Dropout Rate	0.22%	1.33%	3.38%	1.23%	1.62%	4.18%	5.46%	4.88%	5.69%

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 6.3% of the school's students were enrolled in a total of 23 AP courses offered.

Advanced Placement Courses	
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	9
Science	5
Social Science	5

Career Technical Education Programs

Career Technical Education (CTE) in the Garden Grove Unified School District is aligned with state-adopted standards in which instruction follows pathways focused on preparation for college, careers, and the workforce. CTE and Regional Occupational Program (ROP) courses offer a series of opportunities leading to these outcomes in a variety of career sectors. Career-technical education students earn college credits in some of their designated high school classes as part of an agreement between the high schools and colleges.

Support for the core academic courses, especially English-language arts, math, and science, is emphasized for all newly designed model curriculum in CTE. Such courses generally offer a highly technical vocabulary that will help students with reading and English-language arts now and in the future, and a uniquely hands-on approach to learning. STEM (Science, Technology, English, and Math) courses are being added with an emphasis on careers in Engineering, Robotics, and Industrial Design. Medical pathways were expanded to include Medical Core courses, Sports Medicine, and Medical Front and Back Office careers. Pharmacy Technician classes will be added in the future to create a Medical Academy that will enable students to participate in internships and job shadowing.

District academic goals are closely aligned with No Child Left Behind (NCLB) Act indicators, and CTE has adopted the same data set to measure progress in our courses. Students must score at the state level or higher in every category that is measured on the California High School Exit Examination and the California Standards Tests in English-language arts and math. Graduation rates for 12th grade students are also part of the criteria for career-technical education students.

Listed below are the CTE and ROP classes offered at the school.

- Accounting
- Computer Applications
- Introduction to Business
- Small Business/Entrepreneurship
- Business Economics and Finance (UC)
- Foods/Culinary Essentials
- Child Development (UC)
- Video, Graphics, and Web Design

Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Career Technical Education Program Participation (2009-10)	
	School
Number of Students in Grades 9-12 Participating in CTE	450
Number of Grade 12 Completers	36
Percentage of Students in Grade 12 Who Complete a CTE Program and Earn a High School Diploma	100%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	29%

Career Technical Advisory Committee

In support of CTE programs, the district holds career technical advisory committee meetings with representatives from the following professions and businesses:

- Banking and financial service companies
- Merchandising and specialty retailers
- Restaurant and hotel managers and owners
- Catering
- Chefs
- Global marketing companies
- Customer service representatives
- Certified public accountants
- Small businesses and entrepreneurship
- Medical service providers
- Emergency medical technicians
- Medical office personnel
- Preschool and child care providers
- Computer technicians
- Network and server technicians
- Judges
- Attorneys
- Engineers
- College professors
- Representatives from police and fire departments
- Television and video production professionals

The district CTE/ROP director is the primary representative on this committee.



Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10)

No Child Left Behind Compliant Teachers		
	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
School	96.5%	3.5%
All Schools in District	97.4%	2.6%
High-Poverty Schools in District	97.1%	2.9%
Low-Poverty Schools in District	97.3%	2.7%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

The table below displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education's website at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credential Information				
Teachers	District	School		
	09-10	07-08	08-09	09-10
With Full Credential	1,911	68	71	72
Without Full Credential	16	3	3	0
Teaching Outside Subject Area of Competence		11	10	11

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) at the school. Total teacher misassignments include the number of misassignments of teachers of English learners.

Teacher Misassignments and Vacant Teacher Positions			
	School		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10)

This table displays the percentage of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the California Department of Education's website at www.cde.ca.gov/nclb/sr/tq/.

Academic Counselors

Counselors	
Academic Counselors	
3 FTE*	720:1 (Ratio of Students Per Academic Counselor)
Counselor (Social/Behavioral or Career Development)	
**	n/a

*FTE = full-time equivalent

** Social/behavioral counseling services provided by school psychologists, and career development counseling services provided by school academic counselors.

Supplemental Counselors

The district staffs two supplemental counselors at secondary schools to provide intensive support for students who have failed or are at risk of failing the High School Exit Exam, as well as for students who are at risk of not graduating due to insufficient credits.

2008-09 District Financial Information

District Salary Information		
Range	District	State Average for Similar Sized Districts
Beginning Teacher Salary	\$49,211	\$42,377
Mid-Range Teacher Salary	\$79,650	\$67,667
Highest Teacher Salary	\$96,130	\$87,102
Average Principal Salary (Elementary School)	\$111,975	\$108,894
Average Principal Salary (Middle School)	\$120,194	\$113,713
Average Principal Salary (High School)	\$136,250	\$124,531
Superintendent Salary	\$255,104	\$223,323
Teacher Salaries — Percentage of Budget	42.80%	40.20%
Administrative Salaries — Percentage of Budget	4.30%	5.50%

2008-09 District
Financial Information

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule.

Financial Information

The financial information displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

2008-09 School Financial Information

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per student from unrestricted and restricted sources.

School Financial Information	
	School
Total Expenditures Per Student	\$7,745
Expenditures Per Student From Restricted Sources	\$1,967
Expenditures Per Student From Unrestricted Sources	\$5,779
Annual Average Teacher Salary	\$78,893

2008-09 Financial Information Comparison

The following table displays the school's per student expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state information.

Financial Information Comparison		
	Expenditures Per Student From Unrestricted Sources	Annual Average Teacher Salary
School	\$5,779	\$78,893
District	\$5,702	\$78,330
California	\$5,681	\$68,179
School and District — Percent Difference	+1.33%	+0.71%
School and California — Percent Difference	+1.69%	+13.58%

SARC: For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding *English Learners*.

All information accurate as of January 2011.