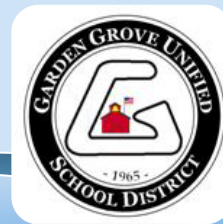


Santiago High School

2011-12 School Accountability Report Card



12342 Trask Avenue
Garden Grove, CA 92843
Phone: (714) 663-6215

Lorena Luna Sánchez,
Principal

School Description

Santiago 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 Santa Ana and Garden Grove.

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 booster clubs, visual and performing arts programs, athletic events, School Site Council meetings, the English Learner Advisory Committee, Back-to-School Night, Open House, awards nights, AVID parent meetings, Parent Starbucks nights, 40 Developmental Assets for parents seminars, financial aid workshops, College Nights, and PSAT Scoreback Parent Night. Please contact the school at (714) 663-6215 for specific information regarding such activities.

School Leadership and Support Personnel

Strong leadership is essential in a quality school, and is provided at Santiago High School by Lorena Luna Sánchez, the principal, a professional educator for 17 years. She was appointed principal in 2006.

Along with the principal, the school's leadership team is composed of Tracy Conway-Whitt, Judie Kirksey, and Todd Nirk, the assistant principals; counselors; the activities director; the athletic director; department chairs; teachers, 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
- Counselors
- Adapted P. E. Teacher
- 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

Garden Grove Unified School District

10331 Stanford Avenue
Garden Grove, CA 92840
Phone: (714) 663-6000
Website: www.ggusd.us

Laura Schwalm, Ph.D.
Superintendent

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.

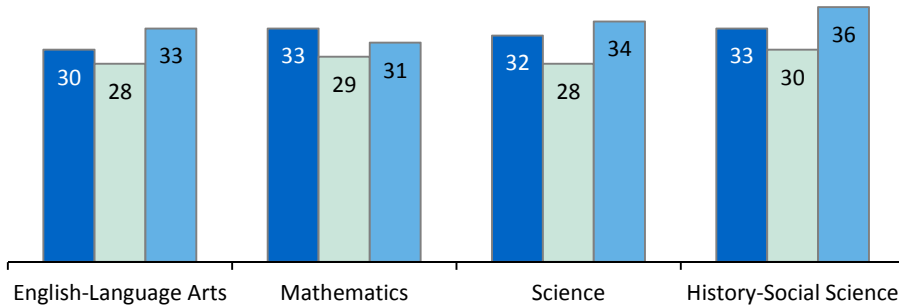
Our Goal

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.

Average Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

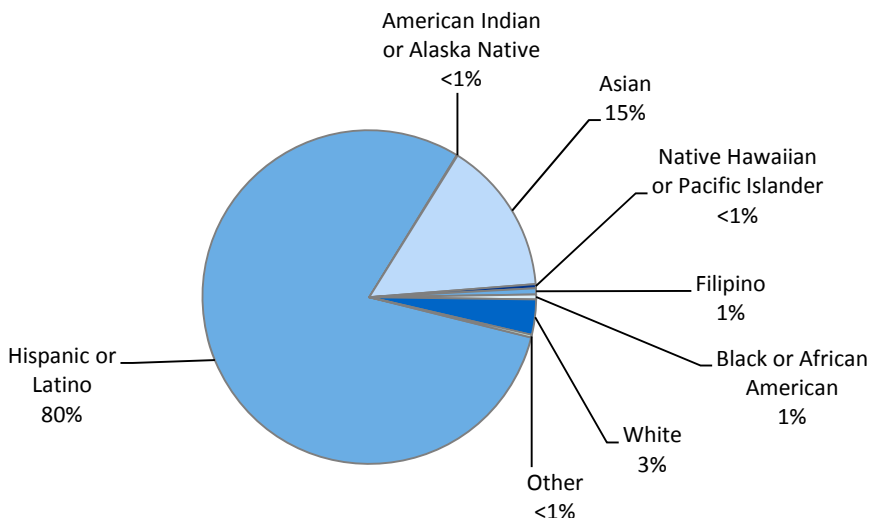


Class Size Distribution — Number of Classrooms By Subject

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	16	20	41	35	60	62	2	74	61
Mathematics	1	20	34	32	54	62	4	74	60
Science	1	21	29	22	60	37	8	12	82
History-Social Science	3	16	31	12	55	37	2	14	80

Enrollment and Demographics

The total enrollment at the school is 2,339 students for the 2011-12 school year.*



* School enrollment data reported as of October 2011.

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.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	School		
	08-09	09-10	10-11
Suspension Rates	0.105	0.372	0.124
Expulsion Rates	0.000	0.000	0.001
	District		
	08-09	09-10	10-11
Suspension Rates	0.126	0.248	0.093
Expulsion Rates	0.003	0.002	0.001

School Facility Items Inspected (2011-12)

The following is a list of items inspected during the school’s most recent facility inspection.

- **Systems:** gas systems and pipes, sewer, mechanical systems (heating, ventilation, and air conditioning)
- **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

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			7/19/2011

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.

Santiago High School opened in 1960. The school has 62 permanent classrooms and 17 portable classrooms in use on the campus. The school also has a library, four computer labs, woodshop, automotive classroom, gymnasium, athletic field, two swimming pools, and cafeteria.

Projects recently completed or scheduled to be completed at the school this year include new roofing, refurbishing of the culinary arts room, new shelving in the digital arts room, and the installation of new fiber optic wiring throughout the school.

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 are kept and monitored by the Orange County Treasurer, and expenditures are subject to scrutiny by the citizen’s bond oversight committee, with annual independent audits open for public inspection.

School Facility Good Repair Status (2011-12)

The table 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.

California Physical Fitness Test

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percentage of students meeting the fitness standards for the most recent testing period. 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/.

Please note 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Percentage of Students Meeting Fitness Standards

Grade 9	
Four of Six Standards	25.2%
Five of Six Standards	24.6%
Six of Six Standards	32.7%

School Programs

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/Limited English Proficient
 - ▶ 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
- Economic Impact Aid/State Compensatory Education
- Army JROTC
- 21st Century (ASETT)

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	---

Note: Textbook and instructional materials data was collected and verified by the district in September 2011.

* 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.



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.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	35%	39%	42%	51%	53%	55%	49%	52%	54%
Mathematics	15%	17%	22%	51%	56%	59%	46%	48%	50%
Science	36%	37%	47%	56%	59%	64%	50%	54%	57%
History-Social Science	45%	45%	45%	52%	53%	55%	41%	44%	48%

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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	55%	59%	64%	55%
All Students at the School	42%	22%	47%	45%
Male	38%	22%	51%	51%
Female	45%	21%	43%	40%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	66%	50%	74%	72%
Filipino	64%	43%	❖	82%
Hispanic or Latino	36%	16%	41%	38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	53%	26%	63%	55%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	41%	21%	47%	45%
English Learners	12%	13%	16%	18%
Students with Disabilities	12%	9%	27%	15%
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 (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	6	5	4
Similar Schools API Rank	10	9	4

API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						School — Actual API Change		
	School		District		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	1,663	740	35,462	815	4,683,676	778	-8	2	21
Black or African American	9	■	326	796	317,856	696	■	■	■
American Indian or Alaska Native	0	■	64	805	33,774	733	■	■	■
Asian	247	867	11,564	908	398,869	898	-9	-7	17
Filipino	12	896	411	891	123,245	859	■	■	■
Hispanic or Latino	1,332	713	18,755	749	2,406,749	729	-6	3	21
Native Hawaiian or Pacific Islander	7	■	310	761	26,953	764	■	■	■
White	56	769	4,015	849	1,258,831	845	■	■	■
Two or More Races	0	■	7	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	1,414	737	25,125	792	2,731,843	726	-12	-2	33
English Learners	1,025	676	20,881	776	1,521,844	707	-19	8	21
Students with Disabilities	195	498	3,857	629	521,815	595	45	-12	0

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

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

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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

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/.

Federal Intervention Program		
	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-11	2008-09
Year in Program Improvement	Year 2	Year 3
Number of Schools Identified for Program Improvement	44	
Percentage of Schools Identified for Program Improvement	65.7%	

Professional Development

GGUSD's professional development program centers around research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective 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 also 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 in-service opportunities, one non-student day is set aside each year for staff development for 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.

California High School Exit Exam Results—Three-Year Comparison

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
School	41%	43%	51%	48%	44%	47%
District	53%	55%	63%	62%	59%	61%
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics (2010-11)

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

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	37%	27%	36%	39%	38%	24%
All Students at the School	49%	25%	26%	53%	34%	12%
Male	53%	25%	22%	51%	34%	15%
Female	44%	25%	31%	56%	34%	10%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	28%	20%	52%	14%	43%	42%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	53%	25%	22%	61%	32%	7%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	43%	26%	30%	48%	39%	13%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	50%	23%	27%	53%	34%	12%
English Learners	83%	15%	2%	78%	18%	4%
Students with Disabilities	90%	9%	1%	85%	10%	4%
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.

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2011		
	School	District	California
All Students	78.63%	77.86%	◇
Black or African American	❖	80.56%	◇
American Indian or Alaska Native	❖	❖	◇
Asian	84.11%	84.26%	◇
Filipino	❖	84.93%	◇
Hispanic or Latino	76.79%	72.61%	◇
Native Hawaiian or Pacific Islander	❖	88.24%	◇
White	82.61%	80.64%	◇
Two or More Races	❖	❖	◇
Socioeconomically Disadvantaged	82.29%	82.46%	◇
English Learners	61.86%	56.59%	◇
Students with Disabilities	78.18%	62.67%	◇

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. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
School	92.29%	93.11%	88.46%	2.1%	3.8%	2.4%
District	92.38%	91.34%	87.95%	1.6%	4.2%	2.9%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ 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.

◇ Information not available from the state at this time.

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 7.6% of the school's students were enrolled in a total of 34 AP courses offered.

Advanced Placement Courses	
Computer Science	0
English	7
Fine and Performing Arts	2
Foreign Language	7
Mathematics	4
Science	6
Social Science	8

Course Enrollment for UC/CSU Admission (2010-11)

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	
2010-11 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	70.26%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	44.58%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, 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 course 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, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml.

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.

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.

Career Technical Education and Regional Occupation Program Courses

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

- Automotive Technology I, II, III
- Child Development (UC)
- Child Understanding
- Computer Essentials 1,2
- Culinary Arts 1,2
- Event Catering
- Graphic Design
- Internet Web Design
- Machine Woods 1,2,3
- Merchandising and Retailing
- Performance Auto
- Specialty Foods

Career Technical Education Participation

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

Career Technical Education Data

2010-11 Participation Data

Number of Students in Grades 9-12 Participating in CTE	477
Number of Grade 12 Completers	16
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	30%

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	District		School	
	10-11	08-09	09-10	10-11
Teachers				
With Full Credential	1,965	83	80	83
Without Full Credential	11	4	3	2
Teaching Outside Subject Area of Competence		2	5	3

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English learners.

Teacher Misassignments and Vacant Teacher Positions			
	School		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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/.

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	89.18%	10.82%
All Schools in District	89.72%	10.28%
High-Poverty Schools in District	89.68%	10.32%
Low-Poverty Schools in District	89.86%	10.14%

Academic Counselors (2011-12)

Counselors	
Academic Counselors	
3.0 FTE*	780:1 (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.

School Support Staff (2010-11)

This table displays information about the support staff at the school and their full-time equivalent (FTE).

School Support Staff	
Support Staff	FTE
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.37
Social Worker	0.00
Nurse	0.26
Health Assistant	0.38
Speech/Language/Hearing Specialist	0.49
Resource Specialist (non-teaching)	0.00

NLCB 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.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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.

2009-10 District Financial Data

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. Note the district salary data does not include benefits.

District Salary Data		
Category	District	Similar Sized District
Beginning Teacher Salary	\$49,211	\$42,017
Mid-Range Teacher Salary	\$79,650	\$67,294
Highest Teacher Salary	\$96,130	\$86,776
Average Principal Salary (Elementary School)	\$112,180	\$108,534
Average Principal Salary (Middle School)	\$121,487	\$112,893
Average Principal Salary (High School)	\$131,769	\$123,331
Superintendent Salary	\$255,104	\$226,417
Teacher Salaries — Percentage of Budget	42%	38%
Administrative Salaries — Percentage of Budget	4%	5%

2009-10 Financial Data 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 data.

Financial Data Comparison		
	Expenditures Per Student From Unrestricted Sources	Annual Average Teacher Salary
School	\$4,836	\$75,986
District	\$4,961	\$79,939
California	\$5,455	\$69,207
School and District — Percent Difference	-2.59%	-5.20%
School and California — Percent Difference	-12.80%	+8.92%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

2009-10 School Financial Data

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 Data	
School	
Total Expenditures Per Student	\$7,399
Expenditures Per Student From Restricted Sources	\$2,563
Expenditures Per Student From Unrestricted Sources	\$4,836
Annual Average Teacher Salary	\$75,986

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: www.anaheim.net/library/

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.santa-ana.org/library/