

Santiago High School

2007-08 School Accountability Report Card

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Garden Grove, CA 92843
Phone: (714) 663-6215
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Lorena Luna Sánchez, Ed.D.
Principal

Laura Schwalm, Ph.D.
Superintendent

School Description

Santiago High School is a comprehensive high 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, new student orientations, AVID parent meetings, Starbucks nights, The 10 Education Commandments for Parents seminars, financial aid workshops, College Nights, and PSAT Parent Night.

Please contact the school principal 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, Ed.D., the principal, a professional educator for 13 years. She was appointed principal of Santiago High School in 2006.

Along with the principal, the school's leadership team is composed of Maria Martinez-Poulin, Todd Nirk, and Ryan Smith, the assistant principals; counselors; the activities director; the athletic director; department chairs; teachers; the Title I facilitator; the school secretary; and the librarian. 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/Library Aide
- Community Liaison Workers
- 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

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.



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:

- GATE (Gifted and Talented Education)
- Alcohol and Tobacco Prevention Education
- Programs for English Language Learners
 - ▶ Economic Impact Aid
 - ▶ Title III
- Special Education
- School Library Improvement Program
- EETT School Technology Grant
- Title I
- Extended Day and Year Programs
 - ▶ After School Intervention Classes
 - ▶ After School English Language Development Classes
 - ▶ Summer School and ELD Academy
- Library Grant
- Advancement Via Individual Determination (AVID)
- Reading Is Fundamental (RIF)
- The Club (After School Program)—Boys and Girls Clubs of Garden Grove
- GOALS—Game plan for Outstanding and Academic Life Skills (Mental Health Services)—Boys and Girls Clubs of Garden Grove
- Army JROTC (Junior Reserve Officers' Training Corps)

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, CAT6 (seventh-grade), 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.

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. 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/

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.

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.

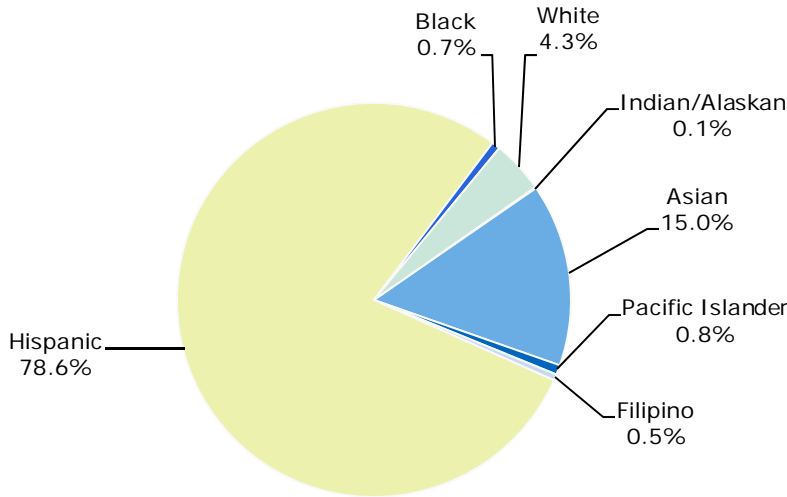
The current core subject textbooks used at the school and the year adopted:

Subject	Year Adopted
English-Language Arts	2002-03
Math	2000-01
History-Social Science	2006-07
Science	2007-08
Visual-Performing Arts	2007-08
Foreign Language	1999-00
Health	2007-08

* This data was collected and verified by the district in November 2007.

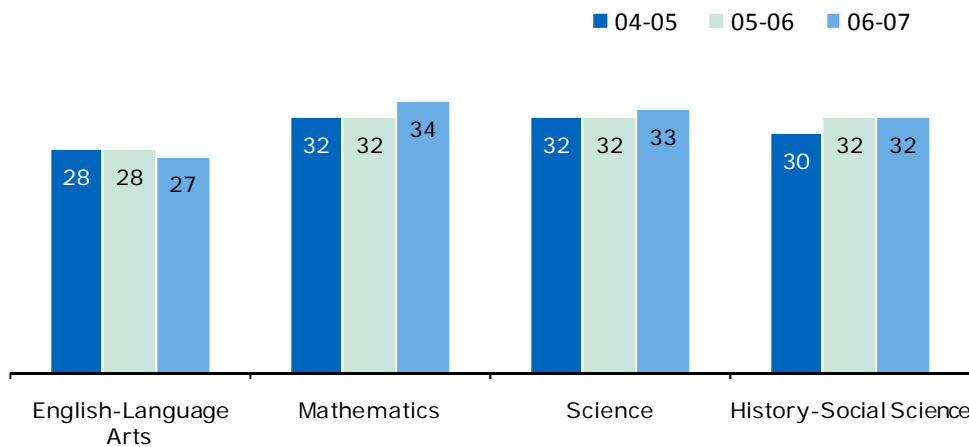
School Enrollment and Demographics

The total enrollment at Santiago High School is 2,081 students for the 2007-08 school year.

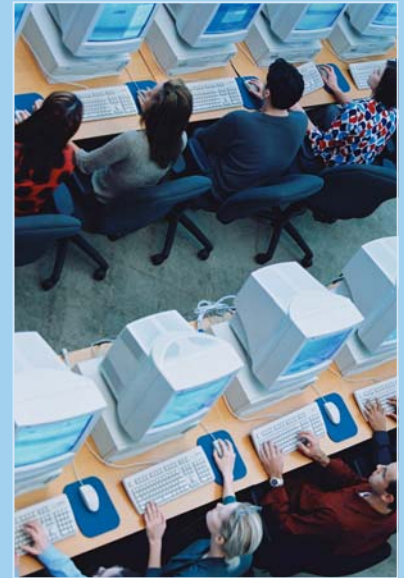


Class Size by Subject

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



Class Size Distribution — Number of Classrooms by Size									
Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	19	36	27	19	31	27	22	33	26
Mathematics	3	30	26	4	27	34	4	14	42
Science	3	17	24	4	9	33	5	8	33
History-Social Science	3	32	14	2	18	28	1	25	21



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 brochures are distributed to all students 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 (earthquake and emergency) are held quarterly at each elementary school and at least once each semester at intermediate and high schools.

School Facility Conditions – Results of Inspection and Evaluation

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 Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		✓		

School inspection and the FIT completion date: December 2007

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
4.0	520.25

Supplemental Counselors

The district has added 11 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 Facility Conditions – General Information

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 first 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 at the school include renovation of science classrooms, roof repairs, and resurfacing of the tennis courts.

Suspensions and Expulsions

Suspension and Expulsion Rates						
	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.113	0.115	0.057	0.138	0.147	0.137
Expulsion Rate	0.002	0.006	0.001	0.002	0.003	0.002

Suspensions and Expulsions

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

California Standards Tests

Percentage of Students Scoring at Proficient or Advanced Levels									
Year Tested	School			District			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	28%	31%	34%	40%	43%	45%	40%	42%	43%
Mathematics	17%	18%	17%	47%	49%	47%	38%	40%	40%
Science	29%	30%	38%	30%	41%	46%	27%	35%	38%
History-Social Science	37%	34%	40%	40%	43%	46%	32%	33%	33%

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds state standards*)
- **Proficient** (*meets standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet state standards in that content area.

The tables at left show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	29%	18%	36%	39%
Female	39%	16%	40%	41%
Economically Disadvantaged	33%	16%	35%	38%
English Learners	8%	7%	14%	15%
Students with Disabilities	4%	2%	2%	5%
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	65%	45%	70%	68%
Filipino	❖	❖	❖	❖
Hispanic or Latino	28%	12%	31%	33%
Pacific Islander	❖	❖	❖	❖
White	44%	19%	60%	46%

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



Adequate Yearly Progress (2006-07)

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 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. Percent 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/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	4	4	5
Similar Schools API Rank	10	9	10

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." The tables at left show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	27	11	19	711
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	46	2	4	838
Filipino	■	■	■	■
Hispanic or Latino	28	15	18	684
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	22	12	21	702
English Learners	♦	24	13	679
Students with Disabilities	♦	5	20	414

♦ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California; but the results of this exam are also used to determine AYP for high schools, as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table below displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring at Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
School	43.5%	40.9%	40.3%	38.0%	43.3%	49.0%
District	53.0%	53.4%	51.1%	55.0%	57.4%	61.4%
California	49.0%	51.1%	48.6%	45.2%	46.8%	49.9%

CAHSEE Results by Student Group: English-Language Arts (2006-07)

This table below 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			
Subgroup	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	59.7%	25.2%	15%
Male	65.6%	21.1%	13.3%
Female	54.3%	29.1%	16.7%
Socioeconomically Disadvantaged	60.4%	25.8%	13.9%
English Learners	77.9%	20.3%	1.8%
Students with Disabilities	97.6%	2.4%	0%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	34.4%	25%	40.6%
Filipino	❖	❖	❖
Hispanic or Latino	65.6%	24.8%	9.6%
Pacific Islander	❖	❖	❖
White	33.3%	37.5%	29.2%

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

Advanced Placement Courses (2006-07)

The following is a list of advanced placement courses offered by subject at the school. At our school, 3.3% of the school's students were enrolled in a total of 8 AP courses offered. Detailed information about student enrollment in AP courses can be found at <http://dq.cde.ca.gov/dataquest/>.

Advanced Placement Course	# of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	2
All Courses	8



CAHSEE Results by Student Group: Mathematics (2006-07)

This table displays the percent 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			
Subgroup	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	51%	31.3%	17.7%
Male	55.3%	29.2%	15.5%
Female	46.8%	33.3%	19.8%
Socioeconomically Disadvantaged	52.6%	30.5%	17%
English Learners	65.6%	27.1%	7.2%
Students with Disabilities	90.6%	9.4%	0%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	23.4%	26.6%	50%
Filipino	❖	❖	❖
Hispanic or Latino	57.4%	30.3%	12.3%
Pacific Islander	❖	❖	❖
White	20.8%	58.3%	20.8%

❖ Scores are not shown when the number of students tested is 10 or less, 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

Completion of High School Graduation Requirements		
Group	Graduating Class of 2007	
	School	District
All Students	94.9%	96.1%
Economically Disadvantaged	93.9%	95.3%
English Learners	87.5%	88.0%
Students with Disabilities	100.0%	98.9%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	96.9%	96.1%
Filipino	❖	❖
Hispanic or Latino	93.7%	95.0%
Pacific Islander	❖	❖
White	❖	97.7%

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

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 43.6% of students in the ninth-grade from this school scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

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 2006-07 school year in the 12th-grade, the adjacent 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 <http://www.cde.ca.gov/ta/tg/hs/>.

UC/CSU Course Completion (2006-07)

University of California and California State University Admission	
	This School
Student Enrollment in Courses Required for UC/CSU Admission	69.1%
Graduates Who Completed All Courses Required for UC/CSU Admission	27.9%

UC/CSU Course Completion (2006-07)

The adjacent table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at <http://dq.cde.ca.gov/dataquest/>.

Courses Required for UC/CSU Admission

Courses Required for UC/CSU Admission		
High School Subject Area	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	4 years of approved courses	4 years of approved courses
Mathematics	3 years, including algebra, geometry, and intermediate algebra (4 years recommended)	3 years, including algebra, geometry, and intermediate algebra
Social Science	2 years of history/social science, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography	2 years, including 1 year of U.S. history or U.S. history and government and 1 year of other approved social science
Science	2 years with lab required, chosen from biology, chemistry, and physics (3 years recommended)	2 years, including 1 year of biological and 1 year of physical science with lab
Foreign Language	2 years in same language required (3 years recommended)	2 years in same language required
Visual & Performing Arts	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art
Electives	1 year*	1 year*
Total	15 (7 in the last 2 years)	15

Courses Required for UC/CSU Admission

The adjacent chart provides information on the minimum requirements for University of California (UC) and California State University (CSU) admission. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgtable.asp.

For UC admission, students must complete the minimum course requirements listed on the chart and meet one of three eligibility standards:

- Eligibility in the Statewide Context
- Eligibility in the Local Context
- Eligibility by Examination Alone

For CSU admission, students must complete the minimum course requirements on the chart, as well as have certain grades in specified courses and test scores.

For more detailed information on both UC and CSU admission, please visit www.californiacolleges.edu/admissions/admissions.asp.

* Electives must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts.

Graduation and Dropout Rates

The table below displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period for which data is available.

Graduation and Dropout Rates									
	School			District			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Dropout Rate (1-year)	0.2%	0.3%	1.3%	0.7%	0.7%	0.8%	3.2%	3.1%	3.5%
Graduation Rate	96.6%	98.6%	93.7%	96.4%	97.2%	95.8%	85.3%	85.0%	83.0%

Career Technical Education Programs

Career Technical Education (CTE) in the Garden Grove Unified School District is aligned to state-adopted standards in which teachers follow CTE requirements by establishing programs of study designed to fortify academic, career, and technical skills of participating students. CTE and Regional Occupational Program (ROP) teachers at each district high school are establishing one or more career pathways to support the academic progress of students and result in a college degree. While classes have a career focus, the goal is to create opportunities to observe, job shadow, or participate in work-based learning experiences that extend beyond high school. The instruction also helps students explore technology by providing computers, computer-assisted drafting, project-based software, and a variety of courses based on digital design and computer-generated graphic arts.

While participating in CTE and ROP courses, students also have an opportunity to focus on improving English-language arts, math, and science knowledge through collaboration projects between regular education teachers and CTE-ROP instructors — a focus of federal law governing CTE programs. Special populations also are a focus of the law, with an emphasis on gender equity issues and non-traditional occupations. Female students, for example, are encouraged to enter high-skill and high-wage occupations once dominated by male students.

Global competition requires a highly skilled, highly trained workforce with the ability to change occupations as business trends develop and job opportunities surface. CTE that emphasizes rigorous academic content and parallels state academic standards offers students a unique opportunity to acquire academic skills through collaborative lesson design and project-based learning which will help them transition to other occupations. CTE offers another opportunity to give academic support to students by teaching a highly technical vocabulary that will help them with reading and English language arts both now and in the future. Besides creating a highly trained workforce, CTE and ROP teachers instruct students in critical thinking, interpersonal relationships, ethical behavior, and personal values through career training.

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

- Computer Applications
- Keyboarding
- Advanced Word Processing
- Computer Graphics
- Adult Living
- Child Understanding
- Foods
- Machine Woods
- Woods
- Automotive Careers

Career Technical Education Participation (2006-07)

Career Technical Education Data (2006-07)	
Measure	School
Number of Pupils in Grades 9-12 Participating in CTE	478
Number of Grade 12 Completers	2
Percentage of Pupils in Grade 12 Who Complete a CTE Program and Earn a High School Diploma	50%
Percentage of CTE Courses That Are Sequenced or Articulated between a School and Institutions of Postsecondary Education	33%

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:

- Veterinary, pet shop, and animal care providers
- Banking and financial service companies
- Floral shops and designers
- Merchandising and specialty retailers
- Restaurant managers and owners
- Catering
- Chefs
- Global marketing companies
- Customer service representatives
- Certified public accountants
- Small businesses and entrepreneurs
- Medical service providers
- Emergency medical technicians
- Medical office personnel
- Pre-school and child care providers
- Computer technicians
- Network and server technicians
- Judges
- Attorneys
- Air conditioning, heating, and refrigeration technicians
- Television and video production professionals

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



Core Academic Classes Taught by No Child Left Behind Compliant Teachers (06-07)

This table displays the percent 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/.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	95.8%	4.2%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

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				
	District	School		
Teachers	2006-07	2004-05	2005-06	2006-07
With Full Credential	2,161	80	84	80
Without Full Credential	41	4	1	3
Teaching Outside Subject Area of Competence		7	7	8

Teacher Misassignments and Vacant Teacher Positions

Teacher Misassignments and Vacant Teacher Positions			
	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	14	7	3
Total Teacher Misassignments	15	8	4
Vacant Teacher Positions	2	0	0

Professional Development

The professional development program of the GGUSD focuses on research-based strategy instruction through a four-part series: initial training, demonstrations, coaching, and second-level training. 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.

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.

Federal Intervention Program

Federal Intervention Program		
	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		5
Percent of Schools Identified for Program Improvement		7.5%

✧ n/a Not applicable. This school is not a Program Improvement School.

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they do not 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, please visit www.cde.ca.gov/ta/ac/ay.

2005-06 District Salary Information*

District Salary Information		
Range	District	Similar Sized District
Beginning Teacher Salary	\$44,747	\$38,937
Mid-Range Teacher Salary	\$72,246	\$61,080
Highest Teacher Salary	\$87,410	\$76,443
Average Principal Salary	\$122,561	\$112,983
Superintendent Salary	\$220,004	\$195,054
% of Budget for Teacher Salaries	43.6%	40.1%
% of Budget for Administrative Salaries	4.1%	5.4%

* The most recent fiscal information provided by the state.

2005-06 Financial Information*

School Financial Data		
Total Expenditures Per Pupil	Expenditures Per Pupil from Restricted Sources	Expenditures Per Pupil from Unrestricted Sources
\$7,207	\$2,120	\$5,087

Financial Comparison Data		
	Expenditures Per Pupil from Unrestricted Sources	Average Teacher Salary
School	\$5,087	\$68,531
District	\$4,970	\$69,861
State	\$4,943	\$60,032
% Difference between School and District	2.31%	-1.94%
% Difference between School and State	2.84%	12.40%

* The most recent fiscal information provided by the state.



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 data accurate as of: January 2008.