

**Garden Grove Unified School District**

**Santiago High School**

**2005-2006 School Accountability Report Card**

12342 Trask Avenue  
Garden Grove, CA 92843  
Phone: (714) 663-6215  
Website: [www.qgusd.us](http://www.qgusd.us)

**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.

**Parent 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 Back-to-School Night, Open House, Parent Institute for Quality Education classes, the School Site Council, the English Learner Advisory Committee, booster clubs, awards nights, parent-student orientations, financial aid seminars, district-wide College Night, adult education English classes, New Student Information Night, 9th Grade Parent Nights, and "Language!" parent nights.

Please contact the school office for specific information regarding such activities.

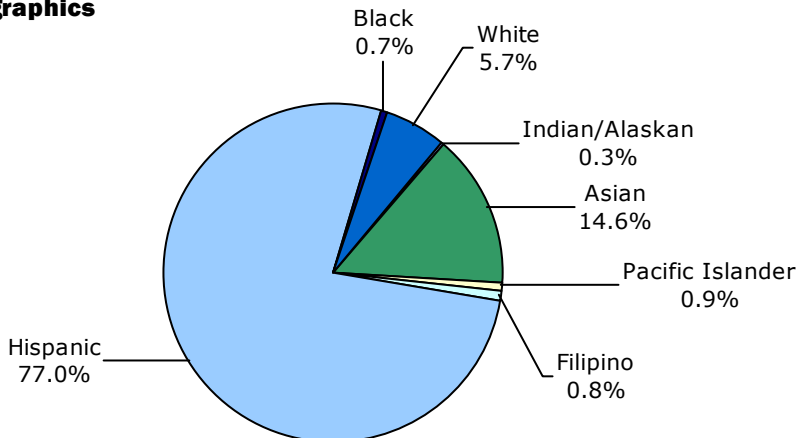
**Positive Learning Environment**

A positive learning environment is fostered through a variety of activities which recognize student effort and achievement. Students receive special recognition through Student of the Month, Athlete of the Month, Honor Roll, Scholar of the Quarter, awards nights, announcements, banquets, assemblies, school and community newspapers, and academic and athletic letters. Students also receive honors and rewards for academic progress as measured by the California Standards Tests.

**Enrollment and Demographics**

The total enrollment of Santiago High School is 2,105 students for the 2005-06 school year.

**Demographics**



**Laura Schwalm, Ph.D.**  
Superintendent

**Benjamin Wolf**  
Principal

**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.

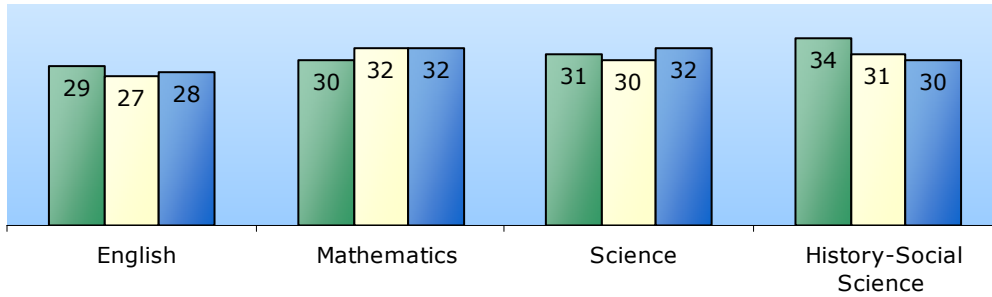


## Class Size

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

### Class Size By Subject

■ 02-03 ■ 03-04 ■ 04-05



### Class Size Distribution—Number of Classrooms by Size

Subject	2002-03			2003-04			2004-05		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English Language Arts	13	43	28	17	55	10	18	35	27
Mathematics	7	26	30	3	24	31	2	30	25
Science	1	23	19	1	33	11	3	15	24
History-Social Science	1	17	31	2	29	14	2	31	13

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Pupils Per Academic Counselor
4	526.25

## Suspensions and Expulsions

To provide more valid comparisons, district-level data are reported for the same type of school level, either elementary, intermediate, or high school.

	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	199	309	235	1,630	1,626	1,933
Suspensions (rate)	0.095	0.151	0.113	0.123	0.121	0.138
Expulsions (no. of incidents)	3	12	5	40	42	34
Expulsions (rate)	0.001	0.006	0.002	0.003	0.003	0.002

## School Leadership and Support Personnel

Strong leadership is essential in a quality school and is provided at Santiago High School by Benjamin Wolf, the principal, a professional educator for 11 years. He was appointed principal of Santiago High School in 2002.

Along with the principal, the school's leadership team is composed of John Oldenburg, Ryan Smith, and Gay Stovall, the assistant principals; counselors; activities director; athletic director; department chairs; 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/Library Aide
- 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 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 1960. The school has 62 permanent classrooms and 17 portable classrooms in use on the campus. Santiago has a state-of-the-art library that was remodeled in 2003 and houses a full class complement of internet-connected computers. The school also has three other modern computer labs, a woodshop, an automotive classroom, a gymnasium, athletic fields, two swimming pools, and an indoor cafeteria.

Projects recently completed at the school include the addition of two portable classrooms and a new roof for the gymnasium.

## School Facility Conditions – Results of Inspection and Evaluation

The table below summarizes the findings of school facility inspections mandated by the state Education Code and the Williams v. State of California lawsuit settlement. A form known as the Interim Evaluation Instrument (IEI) is used to document whether the inspection elements listed in the table 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 – Results of Inspection and Evaluation		
Interim Evaluation Instrument	Facility in Good Repair?	
	Yes	No
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	✓	
Other	✓	

School inspection and IEI completion date: November 2005

## 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 and intermediate school and at least once each semester at the high schools.



## 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 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 Institute
- Library Grant
- Title V (Innovative Programs)

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents are involved in decision-making through the School Site Council, Parent Teacher Association/Organization, English Learner Advisory Committee, Health and Safety 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, 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.

## Instructional Year and Minimum Days

The instructional year in the GGUSD is 180 student days. Secondary schools have four minimum days per year, two at the end of each semester. The elementary and secondary schools each have one non-student staff development day each year.

## Instructional Minutes

The state Education Code establishes a required number of minutes per year for each grade. The table compares the number of instructional minutes offered at the school to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
9-12	64,928	54,000

## Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, 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 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	1999-00
Science	2000-01

\* This data was collected and verified by the district in November 2005.

## 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.

Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal.

### CST Results

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 at Proficient or Advanced Levels									
Year Tested	School			District			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
<b>English Language Arts</b>	24%	27%	28%	35%	37%	40%	35%	36%	40%
<b>Mathematics</b>	27%	19%	17%	46%	44%	47%	35%	34%	38%
<b>Science</b>	50%	46%	29%	51%	34%	30%	27%	25%	27%
<b>History-Social Science</b>	24%	31%	37%	33%	35%	40%	28%	29%	32%

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

Subgroups, Spring 2005 — Percentage of Students at Proficient or Advanced Levels				
Subject	English Language Arts	Mathematics	Science	History-Social Science
Year Tested	04-05	04-05	04-05	04-05
<b>Male</b>	24%	18%	31%	41%
<b>Female</b>	31%	16%	26%	33%
<b>English Learners</b>	6%	8%	11%	15%
<b>Economically Disadvantaged</b>	25%	16%	27%	35%
<b>Students with Disabilities</b>	2%	3%	2%	4%
<b>Migrant Education Services</b>	❖	❖	❖	❖
<b>African American</b>	33%	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	55%	43%	51%	64%
<b>Filipino</b>	33%	18%	25%	❖
<b>Latino</b>	21%	11%	23%	32%
<b>Pacific Islander</b>	24%	7%	31%	13%
<b>White</b>	37%	19%	34%	35%

❖ This subgroup was not considered numerically significant.

## California Standards Test

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11; and students in grades 5, 9, 10, and 11 take a science test.

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.



**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically 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.

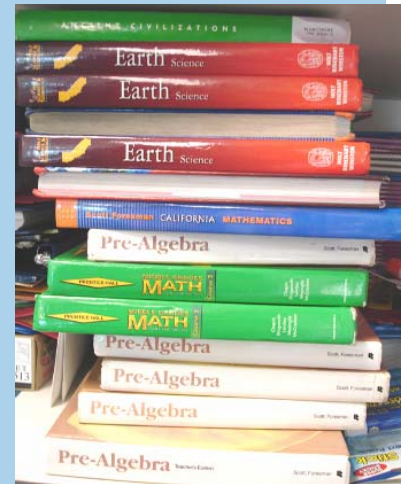
## Norm Referenced Test — California Achievement Test

A norm-referenced test (NRT) is an assessment where student performance is compared to a larger group. The larger group or “norm group” is a national sample representing a cross-section of students. Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current NRT adopted by the state Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal.

Percentage Scoring at or above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	02-03	03-04	04-05	02-03	03-04	04-05
School	40%	41%	—	43%	46%	—
District	41%	43%	39%	55%	57%	56%
California	43%	43%	41%	50%	51%	52%

## Graduates and Dropouts

Graduates and Dropouts						
	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
Enrollment (9-12)	2,057	2,102	2,053	12,996	13,311	13,455
Graduation Rate	92.1%	96.0%	96.6%	96.0%	95.9%	96.4%
# of Dropouts	12	7	5	79	108	100
Dropout Rate	0.6%	0.3%	0.2%	0.6%	0.8%	0.7%
California						
	02-03	03-04	04-05			
Enrollment (9-12)	1,772,417	1,830,903	1,876,927			
Graduation Rate	87.0%	86.7%	85.1%			
# of Dropouts	47,871	58,189	61,253			
Dropout Rate	2.7%	3.2%	3.3%			



## 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 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.

## Adequate Yearly Progress

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. To achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Met Adequate Yearly Progress Criteria						
Year Tested	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
<b>Met Overall AYP Status</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>All Students</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>English Learners</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Socioeconomically Disadvantaged</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Students with Disabilities</b>	❖	❖	Yes	Yes	Yes	Yes
<b>African American</b>	❖	❖	❖	Yes	Yes	Yes
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	Yes	Yes	❖	Yes	Yes	Yes
<b>Filipino</b>	❖	❖	❖	Yes	Yes	Yes
<b>Latino</b>	No	Yes	Yes	Yes	Yes	Yes
<b>Pacific Islander</b>	❖	❖	❖	Yes	Yes	Yes
<b>White</b>	❖	❖	❖	Yes	Yes	Yes

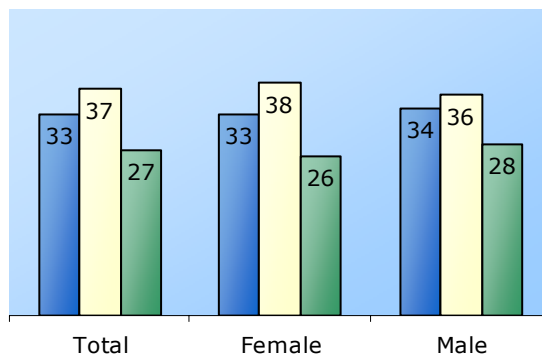
❖ This subgroup was not considered numerically significant.

## California Fitness Test

Reported is the percentage of students at the school in the 9th grade who scored in the healthy fitness zone on all six state fitness standards. School results are compared to those of the district and state.

### California Fitness Test

- School
- District
- California



## California Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. 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 more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/).

## Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	02-03	03-04	04-05
<b>Statewide Rank</b>	2	4	4
<b>Similar Schools Rank</b>	6	9	10

Schoolwide Data			
API Base and Growth Data			
School Year	02-03	03-04	04-05
<b>% Tested</b>	99%	99%	99%
<b>Base Score</b>	560	619	644
<b>Growth Target</b>	12	9	8
From	02-03	03-04	04-05
<b>% Tested</b>	99%	99%	99%
<b>API Growth Score</b>	623	652	671
<b>Actual Growth</b>	63	33	27

Academic Performance Index Subgroups			
	02-03	03-04	04-05
<b>Asian Base Score</b>	699	752	785
<b>Asian Growth Target</b>	10	7	6
<b>Asian Growth Score</b>	738	780	831
<b>Asian Actual Growth</b>	39	28	46
<b>Latino Base Score</b>	509	578	611
<b>Latino Growth Target</b>	10	7	6
<b>Latino Growth Score</b>	584	619	639
<b>Latino Actual Growth</b>	75	41	28
<b>White Base Score</b>	667	N/A	684
<b>White Growth Target</b>	10	N/A	6
<b>White Growth Score</b>	N/A	715	N/A
<b>White Actual Growth</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged Base Score</b>	540	609	636
<b>Socioeconomically Disadvantaged Growth Target</b>	10	7	6
<b>Socioeconomically Disadvantaged Growth Score</b>	612	642	658
<b>Socioeconomically Disadvantaged Actual Growth</b>	72	33	22

N/A information not available

Federal Intervention Program		
	School	District
<b>Year Identified for Program Improvement</b>	n/a	n/a
<b>Year in Program Improvement</b>	n/a	n/a
<b>Year Exited Program Improvement</b>	n/a	n/a
	District	
<b>Number of Schools Identified for Program Improvement</b>	2	
<b>Percent of Schools Identified for Program Improvement</b>	3.0%	

n/a not applicable

## Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.

## State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report; so there are no data to present.

## Program Improvement

Schools receiving Title I funding are eligible to enter the federal Program Improvement (PI) if they do not reach Adequate Yearly Progress (AYP) over a period of two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year they do not reach AYP.

This school is not a Program Improvement school.

Additional information about PI is available by visiting the California Department of Education's website, at [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay), or by speaking with the school principal.

## Teacher Quality

The federal No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelors degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's website at <http://www.cde.ca.gov/nclb/sr/tq/>.

Teacher Credential Information			
	02-03	03-04	04-05
<b>Total number of teachers</b>	85	85	84
<b>Full credential</b> —fully credentialed and teaching in subject area	77	81	80
<b>Teaching outside subject area</b> —fully credentialed outside subject area	0	1	7
<b>Teachers in alternative routes to certification</b> —district, university internship	0	0	0
<b>Pre-internship</b> —emergency credentialed, incomplete subject matter requirements	0	0	0
<b>Teachers with emergency permits</b> —not qualified but meeting minimum requirements	9	6	3
<b>Teachers with waivers</b> —no credential and not qualified for an emergency permit	0	0	2
	03-04	04-05	05-06*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification	1	14	14
<b>Total Teacher Misassignments</b> —teacher assigned to a course outside their credential/certification	1	1	1
<b>Vacant Teacher Positions</b> —certificated position vacant at the beginning of year for an entire year or semester	0	2	2

\* For the 2005-06 school year, the most currently available data are reported as of November 2005.

Teacher Education Level		
	School	District
<b>Doctorate*</b>	N/A	N/A
<b>Master's degree + 30 hrs course work*</b>	N/A	N/A
<b>Master's degree</b>	11.9%	10.5%
<b>Bachelor's degree + 30 hrs course work</b>	75.0%	79.6%
<b>Bachelor's degree</b>	13.1%	9.9%
<b>Less than Bachelor's degree</b>	0.0%	0.0%

\* Advancement on the salary schedule is obtained by accruing 60 units beyond a bachelor's degree, which is equivalent to a master's degree.

N/A information not available

Percent of Classes in Core Academic Courses Taught by NCLB Compliant Teachers (04-05)	
	%
<b>This school</b>	84.7%
<b>All schools in district</b>	82.2%
<b>High-poverty Schools in District</b>	76.0%
<b>Low-poverty Schools in District</b>	78.3%

## Teacher Evaluations and Substitute Teachers

In order to maintain the continuity and quality of the instructional program, every effort is made to hire the highest caliber substitute teachers in adequate numbers for staffing all schools in the district.

Teacher evaluation procedures and criteria are defined in the contract with the bargaining unit representing GGUSD teachers. Temporary, probationary, and emergency-permit teachers are evaluated every year until they become permanent. Permanent teachers are evaluated every other year.

All teachers are evaluated based on the following criteria:

- Progress of pupils toward meeting state academic content standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishing and maintaining a suitable learning environment within the scope of the teacher's responsibilities
- Job responsibilities

Results of teacher evaluations are confidential and given only to the teacher, the supervisor, and maintained in the teacher's personnel file.



## SAT Reasoning Test

SAT Reasoning Test									
	School			District			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
<b>Grade 12 Enrollment</b>	430	394	378	2,699	2,577	2,638	385,356	395,194	409,576
<b>% of Gr. 12 Taking Test</b>	29.1%	19.8%	27.0%	32.8%	30.7%	35.1%	36.7%	35.3%	35.9%
<b>Average Verbal Score</b>	427	459	455	471	482	484	494	496	499
<b>Average Math Score</b>	489	505	480	529	535	531	518	519	521

## Advanced Placement Courses (2004-05)

Advanced Placement Courses			
Subject	Number of Courses	Number of Classes	Enrollment
English	1	2	44
Mathematics	1	2	56
Science	2	2	56
Social Science	2	3	84

## School UC/CSU Admission Preparation (2004-05)

Student Enrollment in Courses Required for UC/CSU Admission		
Total 9-12 Enrollment in 2004	Number Enrolled in Required UC/CSU Courses	% of Students Enrolled
11,963	5,222	43.7%
Graduates Who Have Completed All Courses Required for UC/CSU Admission		
Number of Graduates	# of Graduates Passing Required UC/CSU Courses	% of Students Passing Required Courses
393	80	20.4%

**Note:** Enrollment is based on the number of courses students take, not on the number of students enrolled in them. For example, one student taking four courses counts as an enrollment of 4.

## Enrollment and Program Completion in Career/Technical Education Programs (2004-05 District Totals)

CTE Participants	Secondary CTE Participants			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
4,721	1,389	1,334	96.04	447	411	91.94

## College Admission Test Preparation Course Program

Students in grades 10-12 have the opportunity through the district during summer school to participate in a test prep program for the SAT. This is offered at the summer school locations during both sessions. Contact the school for additional information.



## Workforce Preparation

The 10th-grade Career Survey, the Armed Services Vocational Aptitude Battery, the High School Exit Examination, and the California Occupational Preference System help to determine the degree to which students are prepared to enter the work force.

Work-readiness skills at the school are developed through Regional Occupational Program classes, the Career Center, the Career Fair, vocational educational courses, career units, Army Junior ROTC, tutorials, sequential courses, an integrated curriculum, the Workability program, and the ASVAB test.

## District Financial Information

Reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size.

Expenditures Per Student — Based on 2003-04 State Data *			
Total District Dollars	District Dollars Per Student	Similar District Dollars Per Student	State Average All Districts Dollars Per Student
\$316,522,060	\$6,428	\$6,987	\$6,919

\* The most recent fiscal information provided by the state.

## Salary Information

Reported are the district salaries for teachers, principals, and the superintendent, compared to the state average salaries for districts of the same type and size. Also reported are teacher and administrative salaries as a percent of the district's budget.

2003-04 District Salary Information *		
Range	Garden Grove USD	Similar District
<b>Beginning Teacher Salary</b>	\$41,275	\$37,061
<b>Mid-Range Teacher Salary</b>	\$66,805	\$58,294
<b>Highest Teacher Salary</b>	\$80,627	\$72,876
<b>Average Principal Salary</b>	\$116,422	\$107,418
<b>Superintendent Salary</b>	\$202,932	\$179,061
<b>% of Budget for Teacher Salaries</b>	44.2%	41.4%
<b>% of Budget for Administrative Salaries</b>	4.0%	5.1%

\* The most recent fiscal information provided by the state.



**Q:** What is a School Accountability Report Card (SARC)?

**A:** Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

All data accurate as of March 22, 2006.