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Louise Milner
Principal

Laura Schwalm, Ph.D.
Superintendent

2008-2009 School Accountability Report Card

School Description

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

Parental Involvement

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

Parents at the school participate in such activities as Open House, Back-to-School Night, Freshmen Orientation, Eighth-Grade Parent Night, English Learner Advisory Committee meetings, athletic and cheerleading booster groups, Friends of Music, Parent-Teacher-Student-Staff Organization (PTSSO), monthly meetings with the principal, Grad Night planning, School Site Council, and WASC self-study committees. Parents also participate in Parent Power School, The 10 Education Commandments for Parents classes, financial aid workshops, and College Night.

Please contact the school principal at (714) 663-6315 for specific information regarding such activities as Parent Talk, the 10 Education Commandments for Parents classes, financial aid workshops, and College Night.

School Leadership and Support Personnel

Strong leadership is essential in a quality school and is provided at La Quinta High School by Louise Milner, the principal, a professional educator for 16 years. She was appointed principal of La Quinta High School in 2005.

Along with the principal, the school's leadership team is composed of Chris Cumberland, Tom Duggan, and Erin Lara, the assistant principals; counselors; department chairs; the Title I coordinator, and the AVID coordinator. 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
- Librarian/Library Clerk
- Community Liaison Workers
- Campus Safety Assistants
- Counselor(s)
- Supplemental Counselor
- Adapted P.E. Teacher
- Instructional Aides
- Community Outreach Specialist
- Instrumental Music Teacher
- Vocal Music Teacher
- Computer Resource Assistants
- 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
 - ▶ Link Crew
 - ▶ Back-on-Track
 - ▶ TASC
- Extended Day and Year Programs
 - ▶ After School Credit Recovery Classes
 - ▶ After School Tutoring
 - ▶ Summer School
 - ▶ CAHSEE Preparation
- Library Grant
- Regional Occupation Program (ROP)

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. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

See below for library contact information for your community.

Anaheim Public Library

Tel: (714) 765-1880

Internet: www2.anaheim.net/custom.cfm?name=welcome_library.cfm

Orange County Public Library

Tel: (714) 566-3000

Internet: www.ocpl.org

Serving the following cities within the GGUSD:

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

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. Health will be adopted at the K-6 level when the state standards have been adopted by the state Board of Education.

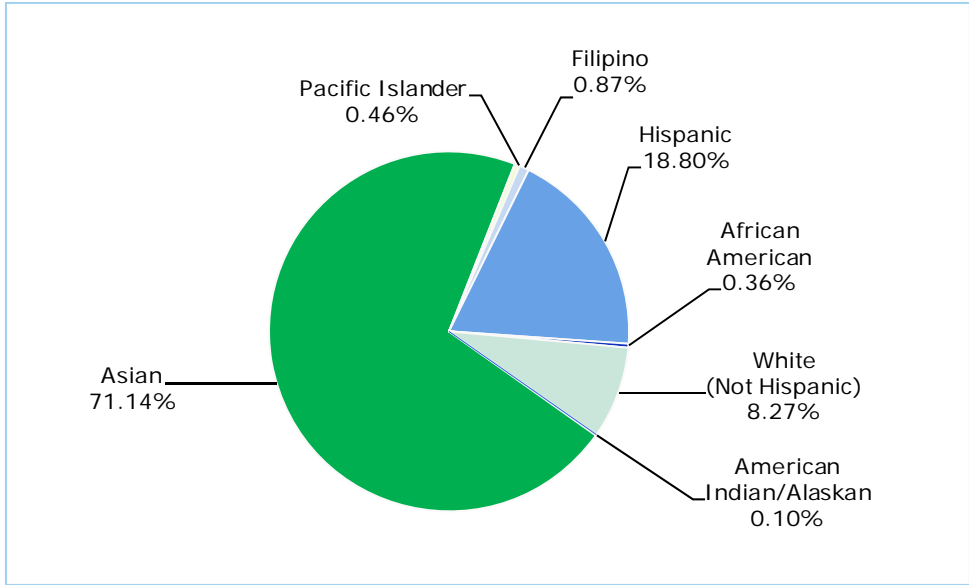
All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient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

Below are 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
** New math textbooks for grades K-12 are being piloted in schools this year for use in all district schools starting in 2009-10.	
Note: This data was collected and verified by the district in September 2008.	

School Enrollment and Demographics

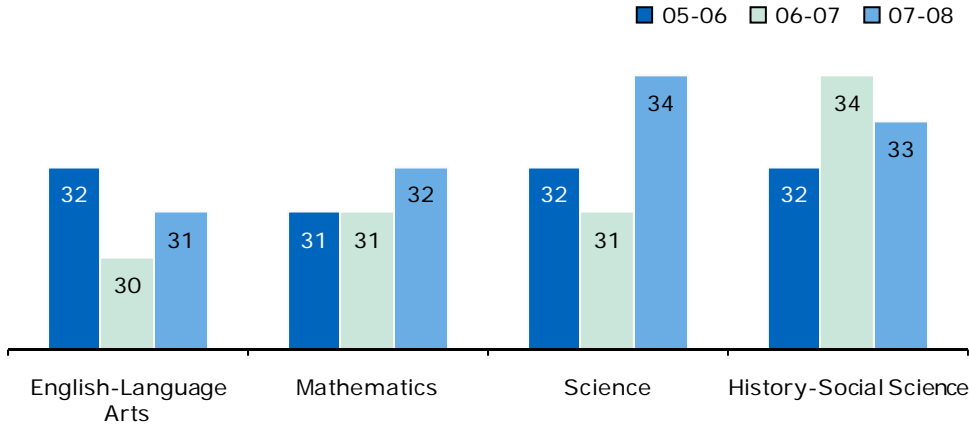
The total enrollment at La Quinta High School is 1,947 students.*



* School data reported October 1, 2008

Class Size by Subject

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



Class Size Distribution — Number of Classrooms by Size									
Subject	2005-06			2006-07			2007-08		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	4	18	37	7	34	25	8	23	32
Mathematics	5	23	26	8	18	28	3	22	32
Science	3	12	24	4	21	21	3	10	31
History-Social Science	3	17	21	1	11	28	1	16	25

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.

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				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Most recent school inspection and FIT completion date: September 24, 2008

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 are held quarterly at each elementary school and at least once each semester at intermediate and high schools.

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.

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

Improvement projects recently completed at the school include new flooring and carpeting throughout the front office, removal of the band risers, extensive upgrades to the 400 Building student restrooms, new student computers for 300 Building computer lab, and continued improvements to the quad area including the installation of new lunch benches.



Suspensions and Expulsions

Suspension and Expulsion Rates						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.069	0.056	0.044	0.147	0.137	0.135
Expulsion Rate	0.003	0.000	0.000	0.003	0.002	0.001

Suspensions and Expulsions

The adjacent table shows 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		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	61%	65%	67%	43%	45%	48%	42%	43%	46%
Mathematics	45%	47%	46%	49%	47%	47%	40%	40%	43%
Science	65%	66%	66%	41%	46%	52%	35%	38%	46%
History-Social Science	63%	64%	66%	43%	46%	47%	33%	33%	36%

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

CST Student Group Results – English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	65%	46%	71%	69%
Female	69%	46%	61%	62%
Economically Disadvantaged	62%	43%	63%	62%
English Learners	25%	32%	34%	38%
Students with Disabilities	12%	12%	9%	20%
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	73%	56%	76%	72%
Filipino	64%	36%	❖	❖
Hispanic or Latino	44%	13%	34%	41%
Pacific Islander	❖	❖	❖	❖
White	70%	37%	71%	72%

❖ 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.

Adequate Yearly Progress (2007-08)

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	No
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			
	04-05	05-06	06-07
Statewide API Rank	9	10	10
Similar Schools API Rank	10	10	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 adjacent tables 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			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	19	13	9	849
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	31	10	8	881
Filipino	■	■	■	■
Hispanic or Latino	-18	21	11	727
Pacific Islander	■	■	■	■
White	3	3	24	843
Socioeconomically Disadvantaged	16	8	7	829
English Learners	49	4	-32	775
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2007-08)

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	100.0%	0.0%
All Schools in District	96.9%	3.1%
High-Poverty Schools in District	94.4%	5.6%
Low-Poverty Schools in District	96.9%	3.1%

Teacher Qualifications

This table 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	07-08	05-06	06-07	07-08
With Full Credential	2,152	69	69	68
Without Full Credential	49	0	1	3
Teaching Outside Subject Area of Competence		14	10	11

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	8	3	0
Total Teacher Misassignments	9	3	0
Vacant Teacher Positions	0	0	1

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 2007-08, 67.5% 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/.

Academic Counselors

Number of Academic Counselors (FTE)	4.0
Ratio of Students Per Academic Counselor	486.75

Supplemental Counselors

The district staffs nine 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.

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

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

Percentage of Students Scoring at Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	05-06	06-07	07-08	05-06	06-07	07-08
School	68.3%	67.3%	71.9%	75.0%	80.9%	78.9%
District	53.4%	51.1%	59.0%	57.4%	61.4%	62.4%
California	51.1%	48.6%	52.9%	46.8%	49.9%	51.3%



California High School Exit Exam Results

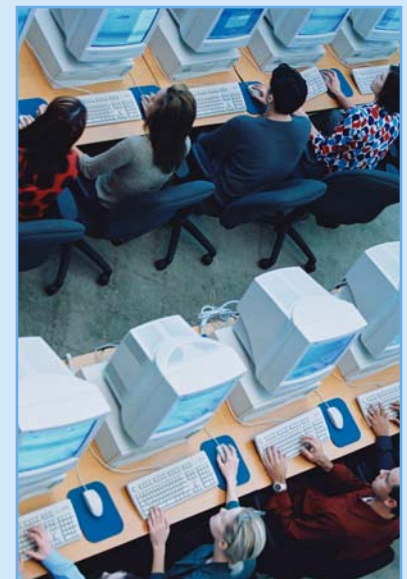
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics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

California High School Exit Exam Results for All Students – English-Language Arts (2007-08)

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

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	28.1%	55.2%	16.7%
Male	29.3%	59.0%	11.7%
Female	26.7%	51.0%	22.4%
Socioeconomically Disadvantaged	33.6%	53.5%	12.9%
English Learners	49.2%	47.1%	3.7%
Students with Disabilities	88.5%	11.5%	0.0%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	21.2%	57.8%	20.9%
Filipino	❖	❖	❖
Hispanic or Latino	56.3%	40.2%	3.4%
Pacific Islander	❖	❖	❖
White	18.2%	66.7%	15.2%

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



California High School Exit Examination Results by Student Group – Mathematics (2007-08)

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

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	21.1%	29.1%	49.8%
Male	20.8%	33.8%	45.4%
Female	21.4%	23.8%	54.8%
Socioeconomically Disadvantaged	24.3%	29.0%	46.7%
English Learners	34.0%	36.7%	29.3%
Students with Disabilities	88.9%	7.4%	3.7%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	10.9%	27.4%	61.7%
Filipino	❖	❖	❖
Hispanic or Latino	58.6%	27.6%	13.8%
Pacific Islander	❖	❖	❖
White	18.2%	51.5%	30.3%

❖ 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.

UC/CSU Course Completion (2007-08)

This 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/>.

University of California and California State University Admission	
	Percent
Student Enrollment in Courses Required for UC/CSU Admission	72.1%
Graduates Who Completed All Courses Required for UC/CSU Admission	40.3%

Admission Requirements for California's Public Universities

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

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

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 model curriculum standards by establishing courses and programs of study designed to fortify academic, career, and technical skills of participating students. CTE and ROP (Regional Occupational Program) instructors are working cooperatively to provide students with more educational options and more fully developed pathways that lead to greater career awareness and higher education opportunities. Both CTE and ROP courses are being articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools.

Students enrolled in CTE courses receive career awareness and orientation as part of their instruction. They also have an opportunity to focus on improving English-language arts, math, and science knowledge through exposure to CTE standards. CTE offers an alternative for 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. The goal of CTE courses is to offer more rigorous academic content and support state academic standards while maintaining an emphasis on project-based learning. This helps students apply the standards in a relevant manner that will increase their knowledge of the standards and provide a more interactive classroom experience.

Global competition requires a highly skilled, highly trained workforce with the ability to change occupations as business trends develop and job opportunities surface. Special populations are a focus of the Carl D. Perkins Career and Technical Education Improvement Act, with an emphasis on gender equity issues and non-traditional occupations. At one of the high schools, there are plans for an all-female auto mechanics team that will participate in local competitions for auto careers courses. In this way, female students are encouraged to enter high-skill and high-wage occupations once dominated by male students.

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

- Personal Finance
- Accounting
- Computer Applications
- Introduction to Business
- Small Business/Entrepreneurship
- Career Focus: Business
- Foods
- Child Understanding
- Child Development (UC)
- Video, Graphics, and Web Design (UC)
- Fashion Technology
- CSI (Crime Scene Investigation)
- Criminal Justice/Criminal Procedures
- Sports Medicine

Career Technical Education Participation (2007-08)

Career Technical Education Program Participation Data (2007-08)	
Measure	School
Number of Pupils in Grades 9-12 Participating in CTE	569
Number of Grade 12 Completers	6
Percentage of Pupils in Grade 12 Who Complete a CTE Program and Earn a High School Diploma	83%
Percentage of CTE Courses that Are Sequenced or Articulated between a School and Institutions of Postsecondary Education	30%

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
- Merchandising and specialty retailers
- Restaurant and hotel 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
- Television and video production professionals

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

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 2007-08 school year in the 12th-grade, the table displays by student group the percent from the school who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Please note state results for California are not available. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs/.

Completion of High School Graduation Requirements		
Group	Class of 2008	
	School	District
All Students	97.1%	93.8%
Economically Disadvantaged	95.5%	91.4%
English Learners	90.3%	82.2%
Students with Disabilities	❖	66.9%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	97.5%	95.6%
Filipino	❖	❖
Hispanic or Latino	93.2%	91.0%
Pacific Islander	❖	❖
White	❖	97.7%

❖ 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.

Graduation and Dropout Rates

This table 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		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-year)	0.2%	0.6%	0.2%	0.7%	0.8%	1.2%	3.1%	3.5%	4.4%
Graduation Rate	99.2%	96.4%	98.3%	97.2%	95.8%	95.7%	85.0%	83.0%	79.5%

Advanced Placement Courses (2007-08)

The following is a list of advanced placement courses offered by subject at the school. At this school, 5.6% of the students were enrolled in a total of 13 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	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	4
Social Science	3
All Courses	13



Federal Intervention Program

Federal Intervention Program		
	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	✧	2008-09
Year in Program Improvement	✧	Year 1
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. The adjacent table shows the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

2006-07 District Salary Information*

District Salary Information		
Range	District	Similar Sized District
Beginning Teacher Salary	\$47,432	\$40,721
Mid-Range Teacher Salary	\$76,772	\$65,190
Highest Teacher Salary	\$92,656	\$84,151
Average Principal Salary (Elementary School)	\$105,055	\$104,476
Average Principal Salary (Intermediate School)	\$116,160	\$108,527
Average Principal Salary (High School)	\$126,152	\$119,210
Superintendent Salary	\$233,203	\$210,769
% of Budget for Teacher Salaries	43.3%	39.9%
% of Budget for Administrative Salaries	4.1%	5.5%

* The most recent fiscal information provided by the California Department of Education.

2006-07 Financial Information

School Financial Data		
Total Expenditures Per Pupil	Expenditures Per Pupil from Restricted Sources	Expenditures Per Pupil from Unrestricted Sources
\$7,701	\$2,197	\$5,503

Financial Comparison Data		
	Expenditures Per Pupil from Unrestricted Sources	Average Teacher Salary
School	\$5,503	\$76,053
District	\$5,201	\$74,404
State	\$5,300	\$65,008
% Difference between School and District	5.50%	2.17%
% Difference between School and State	3.70%	14.52%



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: February 2009