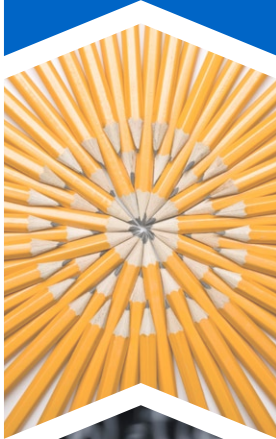# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Rancho Alamitos High School

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Garden Grove, CA 92841

Grades: 9-12
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CDS Code: 30-66522-3035706

To view the SARC in Spanish or
Vietnamese, please visit:
www.ggusd.us

Garden Grove USD

School Description

Rancho Alamitos High School is one of 70 schools in the Garden Grove Unified School District and serves students in grades 9-12 from the cities of Garden Grove, Stanton and Anaheim.

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. It was most recently updated and reviewed with school staff in September 2016. The safety plans include such elements as emergency plans and procedures, Department of Homeland Security alert precautions, school rules and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, no fewer than four times per year at each intermediate school and at least twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lockdown exercise each year.

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.

Orange County Public Library
Tel: (714) 566-3000
www.ocpl.org

Anaheim Public Library
Tel: (714) 765-1880
www.anaheim.net/library

Santa Ana Public Library
Tel: (714) 647-5250
www.santa-ana.org/library

The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

Professional Development

GGUSD's professional-development program centers on research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student-achievement data also assists in providing clear goals and expectations for planning in-services for teachers and para-professionals.

Intensive workshops are conducted in late August and early September during the two weeks before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the new math textbook adoption. Staff-development opportunities are also offered after school and by release time throughout the school year to provide in-class demonstrations as well as opportunities to understand the standards and curriculum for math content. While during the 2014-15 school year, at least five days before the school year and at least one day during the school year were dedicated to staff and professional development, we offered additional training days during the 2015-16 school year to support teachers through the implementation of new standards aligned curriculum in the area of math. Due to changes to the school calendar, only four days were able to be offered during the 2016-17 school year. Along with these in-service opportunities, one non-student day is set aside each year for staff development for all high school teachers in the district.

New teachers are provided an extensive new teacher 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.

Professional Development Days	Three-Year Data		
	2014-15	**2015-16**	**2016-17**
Rancho Alamitos HS	At least five days before the school year and one day during the school year	At least six days before the school year and three days during the school year	At least four days before the school year and one day during the school year

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Garden Grove Unified School District Mission Statement

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.
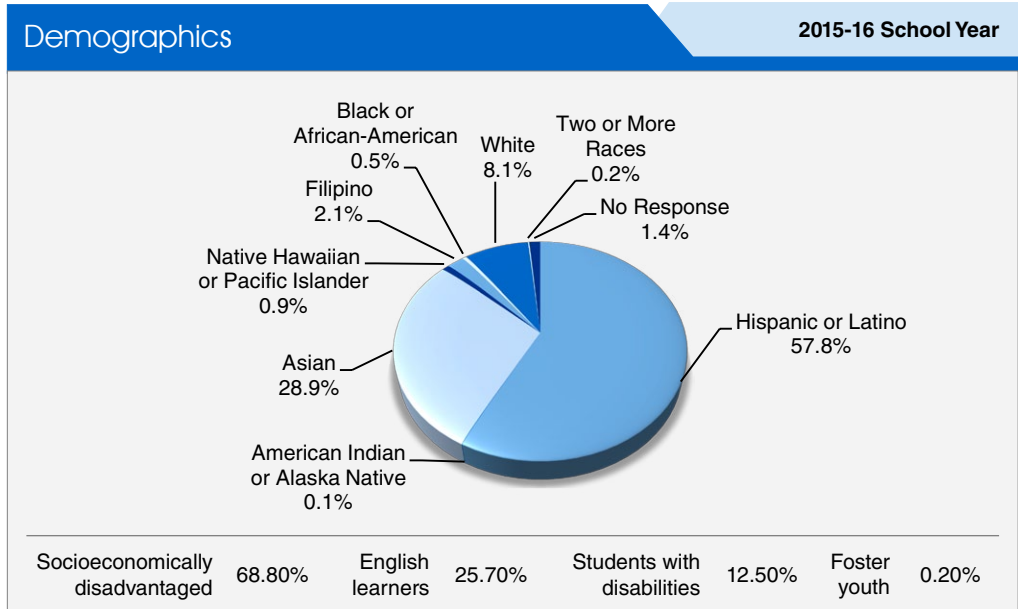
Garden Grove Unified School District Vision Statement

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.
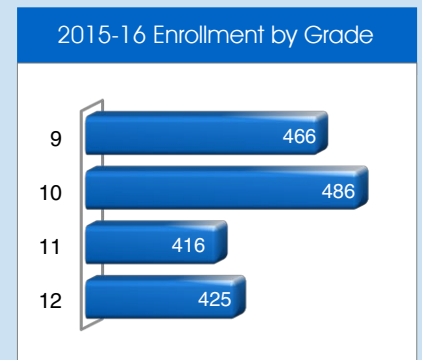
Enrollment by Student Group

The total enrollment at the school was 1,793 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.
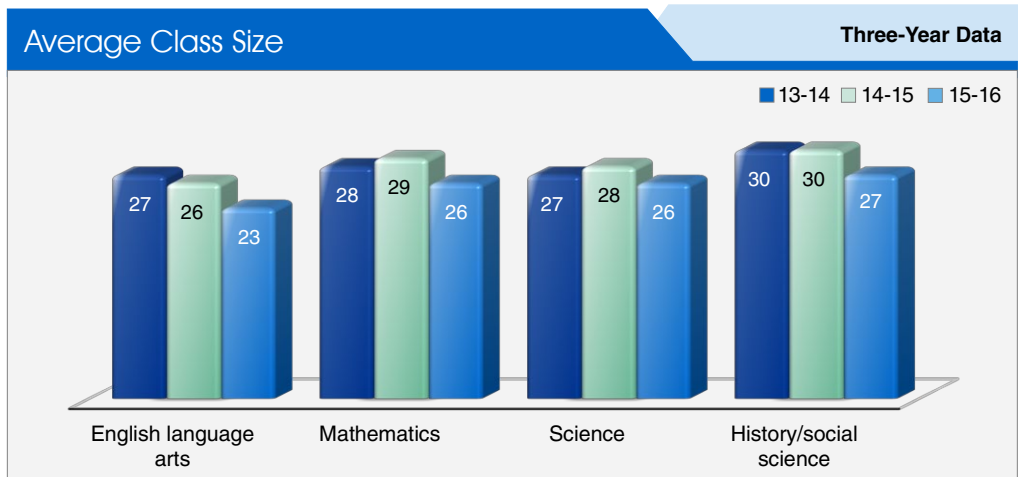
Demographics   2015-16 School Year

Black or African-American 0.5%
White 8.1%
Two or More Races 0.2%
Filipino 2.1%
No Response 1.4%
Native Hawaiian or Pacific Islander 0.9%
Hispanic or Latino 57.8%
Asian 28.9%
American Indian or Alaska Native 0.1%

Socioeconomically disadvantaged	68.80%	English learners	25.70%	Students with disabilities	12.50%	Foster youth	0.20%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size   Three-Year Data

Legend: ■ 13-14 □ 14-15 ■ 15-16

English language arts: 27, 26, 23
Mathematics: 28, 29, 26
Science: 27, 28, 26
History/social science: 30, 30, 27

Number of Classrooms by Size   Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	24	22	30	25	27	26	49	79	13
Mathematics	10	38	15	14	21	25	28	68	18
Science	5	34	8	8	31	8	21	62	7
History/social science	6	26	20	7	22	21	26	50	24

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

9: 466
10: 486
11: 416
12: 425

School Leadership and School Personnel

Strong leadership is essential in a quality school and is provided at Rancho Alamitos High School by Mary Jane Hibbard, the principal, a professional educator for 23 years. She was appointed principal of Rancho Alamitos High School in 2008.

Along with the principal, the school's leadership team is composed of the assistant principal, the counselor, activities director, athletic director, department chairs, teachers and the school secretary. Among its responsibilities, the leadership team advises on academic and extracurricular programs.

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

- School community liaison worker
- School testing assistant
- Vocal music teacher
- Instructional aides
- Instrumental music teacher
- Psychologist
- Adapted P.E. teacher
- Resource specialist teacher
- Special day class teacher
- Speech and language pathologist
- Nurse/health assistant
- Campus safety assistant
- Technology assistant I
- Technology assistant II
- Counselor
- Security resource officer (GGPD)
- Teacher on special assignment
- Librarian

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 participate in parent-education meetings, the School Site Council, English Learner Advisory Committee, booster clubs, and back-to-school and open house nights.

For more information on how to become involved at the school, please contact Debbie Schneider, Parent Teacher Student Organization president, at (714) 663-6415.

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 Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas: aerobic capacity, body composition, flexibility, abdominal strength and endurance, upper body strength and endurance, trunk extensor strength and flexibility.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2015-16 School Year
Percentage of Students Meeting Fitness Standards	**Rancho Alamitos HS**
	Grade 9
Four of six standards	18.8%
Five of six standards	27.1%
Six of six standards	42.1%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Rancho Alamitos HS	**Garden Grove USD**
Program Improvement status	In PI	In PI
First year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement		48
Percentage of schools currently in Program Improvement		84.20%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2015-16 School Year	
Percentage of total enrollment enrolled in AP courses	41.9%
Number of AP courses offered at the school	30
Number of AP Courses by Subject	
Computer science	0
English	5
Fine and performing arts	2
Foreign language	3
Mathematics	5
Science	5
Social science	10

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Rancho Alamitos HS			
	13-14	**14-15**	**15-16**
Suspension rates	4.5%	3.4%	2.4%
Expulsion rates	0.1%	0.0%	0.2%
Garden Grove USD			
	13-14	**14-15**	**15-16**
Suspension rates	3.0%	2.2%	3.5%
Expulsion rates	0.1%	0.0%	0.1%
California			
	13-14	**14-15**	**15-16**
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Rancho Alamitos HS			Garden Grove USD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	54%	46%	47%	65%	63%	62%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	**Total Enrollment**	**Number of Students with Valid Scores**	**Percentage of Students with Valid Scores**	**Percentage Proficient or Advanced**
All students	481	465	96.67%	46.88%
Male	245	237	96.73%	47.68%
Female	236	228	96.61%	46.05%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	132	130	98.48%	70.77%
Filipino	❖	❖	❖	❖
Hispanic or Latino	284	275	96.83%	33.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	40	38	95.00%	52.63%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	330	323	97.88%	43.03%
English learners	128	119	92.97%	10.08%
Students with disabilities	60	59	98.33%	25.42%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Rancho Alamitos HS		Garden Grove USD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	67%	67%	49%	54%	44%	48%
Mathematics	31%	34%	39%	45%	33%	36%

❖ 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 Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

| Percentage of Students Meeting or Exceeding State Standards | 2015-16 School Year |

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	408	392	96.10%	66.60%
Male	194	188	96.90%	55.90%
Female	214	204	95.30%	76.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	133	131	98.50%	82.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	220	210	95.50%	54.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	33	97.10%	75.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	269	262	97.40%	65.30%
English learners	85	78	91.80%	26.90%
Students with disabilities	46	43	93.50%	11.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	409	399	97.60%	33.80%
Male	195	192	98.50%	29.70%
Female	214	207	96.70%	37.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	133	133	100.00%	62.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	221	215	97.30%	15.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	33	97.10%	33.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	270	265	98.20%	34.00%
English learners	86	81	94.20%	11.10%
Students with disabilities	47	45	95.70%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

Career Technical Education Programs

Career and Technical Education (CTE) in Garden Grove Unified School District is aligned with California's CTE Model Curriculum Standards, which were revised and adopted by the State Board of Education in 2013, as well as Standards for Career Ready Practice and Common Core State Standards. Instruction follows pathways focused on preparation for postsecondary success and connects core academic content with real-world applications.

CTE course offerings include those taught by full-time, single-subject-credentialed teachers holding subject-matter authorization in business, health science, home economics, or industrial and technology education, as well as courses taught by instructors holding Designated Subjects CTE Teaching Credentials in a variety of career sectors. Students may earn college credits in the 41 high school CTE classes with articulation agreements; moreover, 29 CTE courses meet University of California A-G subject requirements.

CTE pathways offered at GGUSD include the following sectors: Arts, Media, and Entertainment; Business and Finance; Education, Child Development and Family Services; Engineering; Health Science and Medical Technology; Information and Communication Technology; Marketing; Public Services; and Transportation.

Support for the core academic courses, especially English-language arts, math and science, is embedded and reinforced in all CTE curriculum. STEM (science, technology, engineering and math) courses are being expanded with an emphasis on careers in computer science, patient care, engineering and advanced manufacturing, robotics and industrial design. More rigorous and relevant pathways are being developed that align with high-skill, high-demand college majors and careers. The engineering, biomedical and computer science pathways have adopted the highly regarded research-based curricula and professional development programs offered by the nonprofit Project Lead the Way.

CTE courses are offered throughout the school year, before and during the regular school day, after school, and during summer session. A formal professional internship course was offered for the first time in the summer of 2016 as a capstone for CTE pathway students that combines classroom study with work-based learning and industry certification.

All CTE teachers have received training, professional development, and resources in differentiating instruction and assessments for diverse student populations, including English language learners and those who have special needs. CTE/ROP teachers are included on student Individualized Education Program (IEP) team meetings. The active, hands-on, collaborative nature of CTE coursework benefits a wide variety of students and promotes 21st century skill development, equipping diverse students for lifelong success. Indeed, 80 percent of GGUSD disadvantaged, English learner (EL), and special population students enroll in at least one CTE course.

The CTE program division reviews student GPA, attendance, completion, and graduation data to measure program quality and outcomes, comparing outcomes of students who completed CTE courses vs. the general student population. Two-thirds of GGUSD seniors who completed two or more CTE courses progressed on to postsecondary education. In addition, the division reviews certification attainment and student performance on common sector assessments developed and used by all CTE consortium member districts. Comprehensive end-of-program assessments taken by GGUSD students in CTE capstone courses are compared with outcomes on the same assessments by students within our district and in Orange Unified School District and Santa Ana Unified School District. Finally, students are surveyed regarding their CTE courses. At the end of the 2015-16 school year, 97 percent of students surveyed agreed or strongly agreed that "Because of my CTE class, I have gained many new skills that are important and valuable to me." Ninety percent agreed or strongly agreed that "I have a clearer idea about what kind of work I might enjoy and be good at in the future."

GGUSD's CTE division enjoys 120 active partnerships with regional business and industry and holds career and technical education advisory committee meetings with representatives from the following professions and businesses:

- Banking and financial service companies and certified public accountants
- Merchandising and specialty retailers
- Catering companies, chefs, and restaurant and hotel managers and owners
- Global marketing companies
- Customer service representatives
- Small businesses and entrepreneurs
- Medical professionals, emergency medical technicians, allied health care
- Preschool and child-care providers
- Computer programmers and technicians
- Network and server technicians
- Judges and attorneys
- Engineers, manufacturers and product designers
- Teachers and college professors
- First responders, fire and police officers
- Digital media arts professionals

The district CTE/ROP director is the primary representative on this committee, which also includes the program assistant principal, CTE administrators, faculty, students and community members.

Career Technical Education and Regional Occupation Program Courses

Listed below are the CTE and ROP classes offered at Rancho Alamitos High School.

- Automotive Technology
- Hospitality and Culinary Arts
- Digital Media Arts
- Marketing and Entrepreneurship

Career Technical Education Participation

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

Career Technical Education Data	
Rancho Alamitos HS	
2015-16 Participation	
Number of pupils participating in a CTE program	843
Percentage of pupils who completed a CTE program and earned a high school diploma	85.71%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	20.00%

Admission Requirements for California's Public Universities

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

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2015
Group	**Rancho Alamitos HS**	**Garden Grove USD**	**California**
All students	90.79%	90.31%	85.66%
Black or African-American	33.33%	69.70%	76.88%
American Indian or Alaska Native	❖	175.00%	74.87%
Asian	95.24%	91.79%	92.78%
Filipino	62.50%	63.93%	96.80%
Hispanic or Latino	94.17%	92.55%	84.49%
Native Hawaiian or Pacific Islander	71.43%	92.31%	84.88%
White	76.19%	80.04%	87.23%
Two or more races	❖	166.67%	91.36%
Socioeconomically disadvantaged	95.01%	86.66%	76.61%
English learners	65.57%	73.20%	50.90%
Students with disabilities	55.00%	70.60%	68.38%
Foster youth	◈	◈	◈

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission
Rancho Alamitos HS
2014-15 and 2015-16 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	68.01%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	44.44%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduate and Dropout Rates			
Graduation Rate			
	12-13	**13-14**	**14-15**
Rancho Alamitos HS	84.14%	84.98%	89.74%
Garden Grove USD	89.22%	89.70%	91.78%
California	80.44%	80.95%	82.27%
Dropout Rate			
	12-13	**13-14**	**14-15**
Rancho Alamitos HS	12.70%	12.10%	7.60%
Garden Grove USD	9.10%	8.00%	6.20%
California	11.40%	11.50%	10.70%

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

◈ Information is not available at this time.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2016-17 School Year
Subject	**Most Recent State Board of Education or Local Governing Board Approved Textbooks and Instructional Materials**	**Adopted**
English language arts	Yes	2016-17
Math: Algebra 1	Yes	2015-16
Math: Algebra 2	Yes	2015-16
Math: Algebra 2/ trigonometry	Yes	2015-16
Math: Advanced algebra/trigonometry	Yes	2015-16
Math: All other courses	Yes	2015-16
History/social science	Yes	2006-07
Science	Yes	2007-08
Visual and performing arts	---	2007-08
Foreign language	---	2007-08++
Health	---	2007-08

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2015-16 School Year
Rancho Alamitos HS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data	2016-17 School Year
Data collection date	8/9/2016

++ Spanish and Vietnamese only.

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 on the left. 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.

School Programs

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

- Advancement Via Individual Determination (AVID)
- Programs for English Language Learners:
  - ► Economic Impact Aid/Limited English Proficient
- Extended Day and Year Programs:
  - ► After School Intervention Classes
  - ► Summer School
- Special Education
- Title I

School Facility Good Repair Status

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

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			7/6/2016
Date of the most recent completion of the inspection form			7/6/2016

School Facilities

GGUSD continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and 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. Graffiti-removal personnel help to keep schools free from graffiti.

The Garden Grove Unified School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner. Several schools have planted individual gardens, allowed sponsored projects by both the PTA and the Eagle Scout program with the Boys Scouts of America, to enhance our campuses throughout the district.

Rancho Alamitos High School was built in 1956. The school has 61 permanent classrooms and 11 portable classrooms in use on the campus. The school also has a library-media center, three computer labs, a cafeteria with kitchen and student and faculty dining rooms, a guidance center, career center, two gymnasiums, two swimming pools, and athletic fields. Projects recently completed at the school include new additional classrooms; air-conditioning in classrooms; newly renovated classrooms; a state-of-the-art culinary classroom kitchen; remolded bathrooms; a remolded library; an upgraded auto classroom; new electrical, plumbing, lighting, windows, doors, roofs, paint, whiteboards, tackboards, drinking fountains, drought-tolerant plants, asphalt and security fencing; plus new fire life safety and intrusion systems.

In June 2010, GGUSD voters approved Measure A, authorizing $250 million in general obligation bonds and enabling the district to qualify for as much as $200 million in matching state school bond funds for large-scale infrastructure repair, improvement and modernization projects. As an added funding bonus, $47 million in supplemental school-improvement grants were secured, increasing the total projected Measure A budget to $503 million over the seven to eight years required for the completion of all bond-financed projects.

Bond proceeds, combined with state matching funds, are financing such wide-ranging school improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom and fire-safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom plumbing, tile, and fixtures; retrofitting schools for better accessibility for the disabled; burying new underground conduits for technology growth; installing new classroom carpeting; repainting school interiors and exteriors; and new underground natural gas piping.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

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

School Facilities

Continued from left

Modernization currently has 54 schools completed, seven underway and four remaining. Throughout the district, modernization projects are on-time and on budget. Using one-time funds over the summer air-conditioning was added to four elementary schools. With existing one-time funds, air-conditioning is included in the projects currently underway at two elementary schools and five intermediate schools. At the completion of modernization 25 elementary schools require air-conditioning. The modernization budget for these 25 schools include adding the architectural preparation component of air-conditioning work to move them closer to having A/C.

We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Garden Grove USD	Rancho Alamitos HS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	1,897	70	74	75
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	113	8	7	6

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Rancho Alamitos HS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Rancho Alamitos HS	95.13%	4.87%
All schools in district	94.66%	5.34%
High-poverty schools in district	94.72%	5.28%
Low-poverty schools in district	94.17%	5.83%

School Support Staff

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

School Support Staff Data	
2015-16 School Year	
Academic Counselors	
Library media teacher (librarian)	1.0000
Library media services staff (paraprofessional)	0.0000
Social worker	0.0000
Health assistant	0.0000
Resource specialist (nonteaching)	0.4375
Psychologist *Available as needed*	
Nurse *Available as needed*	
Speech/language/hearing specialist *Available as needed*	

Academic Counselors

Academic Counselors	
2014-15 School Year	
FTE*	Average number of students per academic counselor
4.0000	450
Counselor (Social/Behavioral or Career Development)	
**	n/a

* FTE = full-time equivalent. All students at the school have access to the services and support of an academic counselor.

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

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Garden Grove USD	Similar Sized District
Beginning teacher salary	$53,207	$45,092
Midrange teacher salary	$86,117	$71,627
Highest teacher salary	$103,935	$93,288
Average elementary school principal salary	$124,460	$115,631
Average middle school principal salary	$131,474	$120,915
Average high school principal salary	$146,917	$132,029
Superintendent salary	$264,974	$249,537
Teacher salaries: percentage of budget	40%	37%
Administrative salaries: percentage of budget	4%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

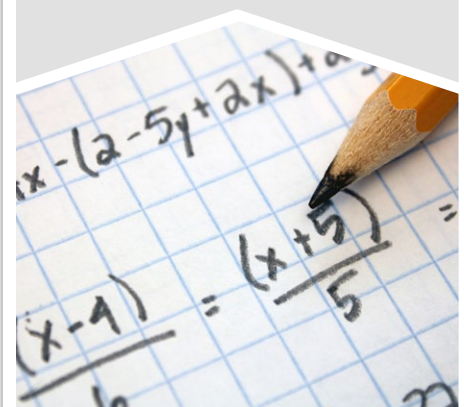| Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rancho Alamitos HS	$6,967	$86,135
Garden Grove USD	$6,757	$89,105
California	$5,677	$75,837
School and district: percentage difference	+3.1%	-3.3%
School and California: percentage difference	+22.7%	+13.6%

School Financial Data

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

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$9,422
Expenditures per pupil from restricted sources	$2,456
Expenditures per pupil from unrestricted sources	$6,967
Annual average teacher salary	$86,135

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.