

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

El Segundo High

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations 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.

II. About This School

Contact Information (School Year 2011-12)

This section provides the school's contact information.

School		District	
School Name	El Segundo High	District Name	El Segundo Unified
Street	640 Main St.	Phone Number	310 615 2650
City, State, Zip	El Segundo, CA 90245-3057	Web Site	www.elsegundousd.net
Phone Number	310-615-2662	Superintendent	Geoff Yantz
Principal	James Garza	E-mail Address	gyantz@esusd.k12.ca.us
E-mail Address	jgarza@esusd.k12.ca.us	CDS Code	19-64535-1932763

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School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

El Segundo High School will provide students with the necessary skills and knowledge to become lifelong learners, effective communicators, and socially productive citizens who will be prepared for choices and challenges in the 21st Century. El Segundo High School is located in a small coastal community of 16,000 residents. The Pacific Ocean, Los Angeles International Airport, Chevron Oil Refinery, and a large corporate business center border the city. This unique position creates a small hometown atmosphere with a strong sense of community amidst a larger metropolitan area. The El Segundo community takes special pride in their schools, and truly exemplifies the saying, "It takes a village" to raise a child. Many students are second and third generation residents, and some faculty members are El Segundo High School alumni. El Segundo High School has a strong academic program, where 95% of the classes are College-Preparatory level courses. In 2007, the school earned a California Distinguished School title in addition to being named by Newsweek Magazine as one of the top 5% of high schools in the nation. El Segundo High School is the only comprehensive school serving students in grades nine through twelve in the El Segundo Unified School District. Classes are arranged on a traditional schedule. Approximately 1,269 students attend El Segundo High School.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Gigi Thompson

Contact Person Phone Number: 310 615-2662 x-300

Parents and the community are very supportive of the educational programs in the El Segundo Unified School District. Parents actively volunteer their time in fund raising efforts for Band, Chorus, and Academic Decathlon, in addition to a wide variety of Booster Clubs. For parents interested in leadership and/or the overall direction of curriculum at the school, the School Site Council, Action Plan Focus Groups, Discipline Committee, Wellness Committee, Literacy Committee, and the Parent-Teacher Association (PTA) provide excellent avenues of opportunity. The business community is very involved in El Segundo, and in 1983, the El Segundo Educational Foundation was founded to raise supplemental funding for the school system. Other local community businesses providing support to El Segundo High School include, but are not limited to: Rotary Club, Kiwanis, Raytheon, Boeing, El Segundo Chamber of Commerce, and Chevron.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	295
Grade 3		Grade 10	293
Grade 4		Grade 11	307
Grade 5		Grade 12	298
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	1193

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Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.80%	Two or More Races	11.00%
American Indian or Alaska Native	0.30%	White (not Hispanic)	50.90%
Asian	7.70%	Socioeconomically Disadvantaged	11.10%
Filipino	1.20%	English Learners	3.90%
Hispanic or Latino	24.80%	Students with Disabilities	6.50%
Pacific Islander	0.40%		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.1	23	10	11	--	--	--	--	30.3	5	9	19
Mathematics	27.1	13	12	13	--	--	--	--	27.1	10	14	13
Science	31.7	2	5	11	--	--	--	--	33.2	1	7	19
Social Science	29.2	5	12	19	--	--	--	--	30.8	0	16	13

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III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Safety of students and staff is a primary concern of El Segundo High School. Teachers, counselors, and administrative staff supervise students at all times on campus. The school employs a Campus Supervisor, who in turn works with the school Resource Officer, to deter truancy. The south side of the school on Mariposa Street is designated for student drop-off/pick-up. El Segundo High School is a closed-campus; all visitors to the school must check in at the office and receive authorization to be present on the grounds. The School Site Safety Plan is evaluated and revised annually each spring by administrators, the head custodian, the El Segundo Fire Department, certificated staff, and members of the School Site Council; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans, drill schedules, medical and shelter-in-place procedures, and implementation of the SEMS (Standardized Emergency Management System) Model. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	--	--	0.40	--	--	--
Expulsions	--	--	0.00	--	--	--

Date School Safety Plan last reviewed: May 2011

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IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

El Segundo High School was originally constructed in 1927. A \$37 million renovation was completed in September of 2005. The project included the addition of a new cafeteria, foreign/modern language building, wood and art shops, and one remodeled gymnasium. The school is currently comprised of 58 classrooms, a library, one staff lounge, two gyms, two computer labs, one multipurpose room, and one auditorium. Classrooms are cleaned and serviced by custodians on a daily basis.

Planned Improvements (School Year 2011-2012)

School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/Vermin	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds	x			

Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	x			

Date of inspection: 1/30/2012

Completion date of inspection form: 1/30/2012

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V. Teachers

Teacher Credentials

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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	53	--	52	--
Without Full Credential	0	--	0	--
Teaching Outside Subject Area of Competence	--	--	0	n/a

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	600
Counselor (Social/Behavioral or Career Development)	1.00	--
Library Media Teacher (Librarian)	0.50	--
Library Media Services Staff (paraprofessional)	2.00	--
Psychologist	1.00	--
Social Worker	0.00	--
Nurse	0.20	--
Speech/Language/Hearing Specialist	1.00	--
Resource Specialist (non-teaching)	0.00	--
Other	0.00	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All instructional materials are up to date and aligned with state standards. All students have complete and adequate access to textbooks per the Williams settlement. Textbooks are adopted on an as-needed basis, with a major textbook adoption rotating through the departments on a yearly basis. A committee of teachers and administrators review potential state aligned textbooks, then send their choice to the board for approval before adoption.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Language of Literature 9th, McDougal Littell, 2000; 10th 1997, 11th 1997; 12th, 1997	
History-Social Science	World Geography Today, Holt, 2000; Modern World History, Mc Dougal Littell, 2001; The Americans: Reconstruction Through the 20th Century, McDougal Littell, 1999; American Government, Holt, 1999; Economics: Principles In Action, Prentice Hall, 2007	
Mathematics	Algebra 1 AB, Prentice Hall 2001; Geom, McDougal Littell 2007; Alg. 2, McDougal Litell, 2007; PreCalc., HarperCollins, 1993; The Practice of Stats, Freeman & Co, 2003; Calculus of a Single Variable, 1996	
Science	Earth Science, Glencoe/McGraw Hill, 2007; Biology: The Dynamics, Glencoe/McGraw Hill 2000, Chemistry, Addison-Wesley, 2002; Physics: Principles with Applications, Pearson/Prentice Hall, 2005	

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: October 2011

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,255.00	\$1,058.00	\$5,197.00	\$67,910.00
District	--	--	--	\$72,040.00
Percent Difference - School and District	--	--	--	-6.08 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-4.96 %	0.36 %

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general state funding, El Segundo Unified School District receives state and federal funding for the following categorical, special education, and support programs: Federal, ECIA/ESEA/IASA ROC/P Entitlement Economic Impact Aid Gifted & Talented Pupils School Improvement Program Instructional Materials Special Education Master Plan School Safety Block Grant Class Size Reduction (K-3rd) Special Education Transportation Title I, Basic Grant Title II, Teacher Quality & Technology Title III, Limited English Proficient Title IV, Innovative Programs California Public Schools Library Act Instructional Time & Staff Development Reform Federal, Special Education, Discretionary Grants Federal, Special Education, Entitlement per UDC Federal.

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Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,659.00	\$39,074.00
Mid-Range Teacher Salary	\$68,259.00	\$60,172.00
Highest Teacher Salary	\$85,552.00	\$78,468.00
Average Principal Salary (Elementary)	\$106,736.00	\$95,926.00
Average Principal Salary (Middle)	\$98,159.00	\$99,356.00
Average Principal Salary (High)	\$118,263.00	\$107,041.00
Superintendent Salary	\$192,252.00	\$148,555.00
Percent of Budget for Teacher Salaries	42.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	75%	75%	79%	77%	76%	79%	50%	52%	54%
Mathematics	57%	57%	59%	68%	69%	69%	46%	48%	50%
Science	80%	82%	86%	79%	84%	87%	50%	53%	56%
History-Social Science	66%	71%	72%	67%	70%	74%	41%	44%	48%

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	83%	36%	73%	60%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	86%	78%	82%	82%
Filipino	0%	0%	0%	0%
Hispanic or Latino	77%	52%	79%	68%
Pacific Islander	0%	0%	0%	0%
Two or More Races	82%	65%	91%	80%
White (not Hispanic)	78%	60%	89%	72%
Male	75%	59%	83%	76%
Female	85%	58%	89%	69%
Economically Disadvantaged	71%	50%	83%	55%
English Learners	13%	40%	0%	0%
Students with Disabilities	28%	33%	38%	25%
Students Receiving Migrant Education Services				

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California High School Exit Examination

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 ELA 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 less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level 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.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	85.0%	81.0%	87.0%	83.0%	82.0%	86.0%	52.0%	54.0%	59.0%
Mathematics	83.0%	82.0%	88.0%	84.0%	80.0%	86.0%	53.0%	54.0%	56.0%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	13.0%	26.0%	61.0%	12.0%	50.0%	38.0%
African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	25.0%	19.0%	56.0%	19.0%	25.0%	56.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12.0%	32.0%	56.0%	12.0%	60.0%	27.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	18.0%	20.0%	62.0%	11.0%	36.0%	53.0%
White (not Hispanic)	10.0%	24.0%	65.0%	10.0%	50.0%	40.0%
Male	14.0%	31.0%	55.0%	10.0%	58.0%	32.0%
Female	12.0%	21.0%	67.0%	14.0%	42.0%	43.0%
Economically Disadvantaged	15.0%	40.0%	45.0%	19.0%	62.0%	19.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	67.0%	27.0%	7.0%	60.0%	27.0%	13.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	7.10%	20.90%	69.70%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	9

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API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	846	886	2,412	889	4,683,676	778	22	12	13
African American	34	855	83	841	317,856	696	--	--	--
American Indian or Alaska Native	1	--	4	--	33,774	733	--	--	--
Asian	65	925	173	913	398,869	898	--	--	--
Filipino	10	--	25	915	123,245	859	--	--	--
Hispanic or Latino	227	861	622	852	2,406,749	729	37	31	16
Pacific Islander	4	--	6	--	26,953	764	--	--	--
Two or More Races	88	903	243	919	76,766	836	N/D	--	--
White (not Hispanic)	411	891	1,240	900	1,258,831	845	18	3	17
Socioeconomically Disadvantaged	87	823	292	837	2,731,843	726	44	--	--
English Learners	31	755	147	778	1,521,844	707	--	--	--
Students with Disabilities	56	608	203	703	521,815	595	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

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XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site 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 the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.10%	1.30%	0.30%	1.40%	1.60%	0.50%	4.90%	5.70%	4.60%
Graduation Rate	98.08%	96.40%	96.85%	96.71%	94.44%	96.73%	80.21%	78.59%	80.44%

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Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2010-11 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	School	District	State
All Students	100.00%	--	n/a
African American	100.00%	--	n/a
American Indian or Alaska Native	100.00%	--	n/a
Asian	100.00%	--	n/a
Filipino	100.00%	--	n/a
Hispanic or Latino	100.00%	--	n/a
Pacific Islander	100.00%	--	n/a
Two or More Races	100.00%	--	n/a
White	100.00%	--	n/a
Socioeconomically Disadvantaged	100.00%	--	n/a
English Learners	100.00%	--	n/a
Students with Disabilities	100.00%	--	n/a

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

El Segundo High School provides the following classes through the Southern California Regional Occupation Center: Business Math, Band, Music Appreciation, Art, Media Design, Photography, Intro to Engineering Design, Principles of Engineering, and Gateway to Technology.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	350
Percent of pupils completing a CTE program and earning a high school diploma	99.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66.00%

Courses for University of California and/or California State University Admission (School Year 2010-11)

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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	70.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	61.0%

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	--
English	6	--
Fine and Performing Arts	3	--
Foreign Language	2	--
Mathematics	4	--
Science	5	--
Social Science	4	--
All Courses	24	54.00%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at El Segundo High School has developed a common language and vision that defines the school community. Teachers are empowered in all elements of site based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, 14 Mondays are a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. All teachers may participate in El Segundo Unified School Districts Peer Assistance and Review (PAR) program. The primary goal of the PAR program is to provide newer teachers and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (B TSA).

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
Annual number of school days dedicated to staff development	3	3	3