



El Segundo High School

640 Main St. • El Segundo, CA 90245-3057 • 310-615-2662 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



El Segundo Unified School District

641 Sheldon St.
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District Governing Board

Nancy Cobb - President
Dr. Jeanie Nishime - Vice President
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Services**
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Director of Technology
Dr. Jack Plotkin
**Director of Innovation and Student
Support**

School Description

Housed in a classic 1927 landmark building, El Segundo High School claims the mantle of “California Distinguished High School,” an award bestowed upon the campus in spring of 2003 and again in 2007. Furthermore, in 2015, Newsweek Magazine placed ESHS in the top 500 of high schools nationally. Additionally, the El Segundo Unified School District, in 2007, had the honor of being named one of Standard and Poor’s twenty-nine “academic out performer” school districts in the state, giving new meaning to the El Segundo High School motto: “Enter To Learn, Go Forth for Service.” In 2015, El Segundo was named an Apple Distinguished School, and in 2018 was awarded the Golden Bell Award. El Segundo High School not only weaves into its cultural fabric the beliefs embraced by all its stakeholders: students, faculty, parents, and community, but also proudly verbalizes those same ideals in its Mission Statement.

El Segundo High School is a comprehensive (grades 9-12) high school featuring more than 150 courses. It maintains a strong, mostly college preparatory, academic program. Courses include Advanced Placement, Honors, PLTW Engineering and Biomedical Science Pathways, Arts and Business Pathways, Special Education, English Language Development, reading intervention programs, as well as vocational programs both on campus and at the Southern California Regional Occupational Center (SCROC) in Torrance. Students are also able to take advantage of various internships with local businesses. While over 63% of our students complete the University of California “A-G” requirements, approximately 57% (Class of 2016) are accepted to four-year universities. Approximately 40 percent choose community colleges or vocational education, and 3% join the military or go immediately into the work force as full-time employees. Upon completion of their senior year, El Segundo High School graduates have a clear plan that outlines a path for college and career.

Due to its small student size of approximately 1200 students, El Segundo High School students enjoy substantial personal attention from teachers, counselors, coaches, and administrators. Approximately 700 students are involved in campus clubs and activities. In any given season, more than 20% of students participate in sports.

Mission Statement

El Segundo High School will provide students with the necessary skills and knowledge to become life long learners, effective communicators, and socially productive citizens who are prepared for life choices and challenges in a global society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 329 |
| Grade 10 | 304 |
| Grade 11 | 301 |
| Grade 12 | 260 |
| Total Enrollment | 1,194 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 6.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 6.1 |
| Filipino | 1.0 |
| Hispanic or Latino | 25.1 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 48.6 |
| Two or More Races | 11.8 |
| Socioeconomically Disadvantaged | 18.3 |
| English Learners | 1.6 |
| Students with Disabilities | 7.5 |
| Foster Youth | 0.1 |

* 0.08 Percent of Total Enrollment Race Not Reported.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials | | | |
|---|-------|-------|-------|
| El Segundo High School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 53.2 | 49 | 49 |
| Without Full Credential | 1 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| El Segundo Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 155 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| El Segundo High School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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.

| Textbooks and Instructional Materials Year and month in which data were collected: January 2019 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Language of Literature 9th, McDougal Littell, 2000; 10th 1997, 11th 1997; 12th, 1997 Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Algebra 1: HMH Algebra 1, 2016 Algebra 2: HMH Algebra 2, 2016 Geometry: HMH Geometry, 2016 Pre-Calculus Before Calculus 3: Cengage Learning PreCalculus, 2016 Calculus The Variable Calculus: Cengage Learning Calculus, 2016 Statistics: The Practice of Statistics 5th edition, 2016 Percent of students lacking their own assigned textbook: 0% |
| Science | Biology: The Dynamics, Glencoe/McGraw Hill 2000, Chemistry, Addison-Wesley, 2002; Physics: Principles with Applications, Pearson/Prentice Hall, 2005 Physical Science: Physical Science: Concepts in Action, Pearson 2011 Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Modern World History, McDougal Littell, 2001; The Americans: Reconstruction Through the 20th Century, McDougal Littell, 1999 Macgruder's Government, Pearson, 2016 Economics: Principles In Action, Prentice Hall, 2007 Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Buen Viaje, Glencoe/McGraw Hill, 2003; Percent of students lacking their own assigned textbook: 0% |
| Health | Positive Prevention Plus Percent of students lacking their own assigned textbook: 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (School Year 2018-19)

School Facility Conditions

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

The renovation of the performing arts center, installation of turf on practice fields, installation of an all weather track, and the installation of a fully digital marquis. These projects were funded by bond measures, and community organization support.

School Facility Good Repair Status

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

| School Facility Good Repair Status (School Year 2018-19) | | |
|--|------------------|---|
| Year and month in which data were collected: December 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 86.0 | 84.0 | 75.0 | 75.0 | 48.0 | 50.0 |
| Math | 59.0 | 72.0 | 63.0 | 63.0 | 37.0 | 38.0 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 7.5 | 23.9 | 65.5 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 294 | 291 | 98.98 | 83.85 |
| Male | 152 | 150 | 98.68 | 78.67 |
| Female | 142 | 141 | 99.30 | 89.36 |
| Black or African American | 24 | 24 | 100.00 | 79.17 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 21 | 21 | 100.00 | 85.71 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 72 | 96.00 | 81.94 |
| White | 142 | 142 | 100.00 | 84.51 |
| Two or More Races | 29 | 29 | 100.00 | 89.66 |
| Socioeconomically Disadvantaged | 48 | 48 | 100.00 | 75.00 |
| English Learners | 11 | 11 | 100.00 | 63.64 |
| Students with Disabilities | 26 | 24 | 92.31 | 37.50 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

| School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 294 | 291 | 98.98 | 72.16 |
| Male | 152 | 150 | 98.68 | 76.67 |
| Female | 142 | 141 | 99.3 | 67.38 |
| Black or African American | 24 | 24 | 100 | 62.5 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 21 | 21 | 100 | 71.43 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 72 | 96 | 58.33 |
| White | 142 | 142 | 100 | 76.76 |
| Two or More Races | 29 | 29 | 100 | 89.66 |
| Socioeconomically Disadvantaged | 48 | 48 | 100 | 54.17 |
| English Learners | 11 | 11 | 100 | 36.36 |
| Students with Disabilities | 26 | 24 | 92.31 | 16.67 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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, Principal's Advisory Committee, Wellness 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2018-19)

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.

Date School Safety Plan last reviewed: November 2018

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.5 | 2.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 2.2 | 1.6 | 1.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 3.00 |
| Counselor (Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | 1.00 |
| Library Media Services Staff (Paraprofessional) | 1.00 |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 1.20 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 1.5 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 420 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English | 30.0 | 27.0 | 27.0 | 5 | 13 | 7 | 17 | 14 | 26 | 21 | 19 | 13 |
| Mathematics | 25.0 | 24.0 | 29.0 | 12 | 17 | 8 | 20 | 16 | 14 | 14 | 14 | 17 |
| Science | 30.0 | 28.0 | 28.0 | 4 | 5 | 7 | 16 | 19 | 12 | 12 | 8 | 15 |
| Social Science | 29.0 | 29.0 | 32.0 | 4 | 7 | 2 | 13 | 6 | 8 | 12 | 16 | 15 |

* 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.

Professional Development provided for Teachers

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 (BTSA).

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$44,137 | \$45,681 |
| Mid-Range Teacher Salary | \$77,930 | \$70,601 |
| Highest Teacher Salary | \$97,673 | \$89,337 |
| Average Principal Salary (ES) | \$120,227 | \$110,053 |
| Average Principal Salary (MS) | \$121,859 | \$115,224 |
| Average Principal Salary (HS) | \$134,901 | \$124,876 |
| Superintendent Salary | \$227,060 | \$182,466 |
| Percent of District Budget | | |
| Teacher Salaries | 38.0 | 33.0 |
| Administrative Salaries | 6.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$8,702.00 | \$2,527 | \$6,175 | \$76,892 |
| District | ◆ | ◆ | | \$79,941 |
| State | ◆ | ◆ | \$7,125 | \$71,392 |
| Percent Difference: School Site/District | | | | 1.5 |
| Percent Difference: School Site/ State | | | 15.5 | 17.8 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

California's new education funding model, the Local Control Funding Formula (LCFF), is a major reform in the way public school districts receive money from the state. Previously school districts received a significant portion of money without restrictions, but much of the funding was restricted to specific programs, called categorical programs. Some examples of these categorical programs included textbook funds and the Regional Occupation Program for high school students. There were dozens of state categorical programs that were eliminated when the LCFF went into effect in July 2013.

Under LCFF, the responsibility for allocating funds to meet students' needs is given to the local governing boards. To demonstrate how funds will be used to address eight priorities established by the state, school districts must develop and approve a Local Control Accountability Plan (LCAP) no later than July 1 of each year. This three-year plan is to be updated annually. Once approved by the Board of Education, the LCAP will be the basis for expenditures in the District.

The eight priorities that El Segundo Unified School District will include in the LCAP include the following:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| El Segundo High School | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 3.0 | 0.6 | 0.7 |
| Graduation Rate | 95.7 | 99.4 | 97.9 |
| El Segundo Unified School District | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 4.3 | 0.9 | 0.6 |
| Graduation Rate | 94.5 | 98.9 | 97.8 |
| California | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 82.3 | 83.8 | 82.7 |

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

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2017-18 Students Enrolled in Courses Required for UC/CSU Admission | 99.5 |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 70.9 |

* Where there are student course enrollments.

| 2017-18 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students in AP Courses |
| Computer Science | 2 | ♦ |
| English | 7 | ♦ |
| Fine and Performing Arts | 4 | ♦ |
| Foreign Language | 1 | ♦ |
| Mathematics | 5 | ♦ |
| Science | 9 | ♦ |
| Social Science | 2 | ♦ |
| All courses | 30 | 30.7 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2017 | | |
| | School | District | State |
| All Students | 96.9 | 100.0 | 88.7 |
| Black or African American | 93.3 | 93.3 | 82.2 |
| American Indian or Alaska Native | 0.0 | 100.0 | 82.8 |
| Asian | 100.0 | 100.0 | 94.9 |
| Filipino | 100.0 | 100.0 | 93.5 |
| Hispanic or Latino | 100.0 | 100.0 | 86.5 |
| Native Hawaiian/Pacific Islander | 100.0 | 100.0 | 88.6 |
| White | 96.5 | 99.3 | 92.1 |
| Two or More Races | 89.7 | 100.0 | 91.2 |
| Socioeconomically Disadvantaged | 100.0 | 100.0 | 88.6 |
| English Learners | 100.0 | 90.9 | 56.7 |
| Students with Disabilities | 100.0 | 100.0 | 67.1 |
| Foster Youth | 0.0 | 0.0 | 74.1 |

Career Technical Education Programs

El Segundo High School offers a number of Career Technical Education Programs, including pathways in Biomedical Science, Business and Engineering. Courses reflect CTE requirements, including an Introduction, Concentrator, and Capstone course. In addition, Engineering courses are dual enrollment through El Camino College, giving students high school and community college course credit.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.