



GAHR HIGH - STEAM Magnet School

11111 Artesia Blvd. • Cerritos, CA 90703 • (562) 229-7730 • Grades 9-12

Dr. Crechena Wise, Principal

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http://www.edline.net/pages/Gahr_HS

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



ABC Unified School District

16700 Norwalk Blvd.
Cerritos, CA 90703
(562) 926-5566
www.abcusd.us

District Governing Board

Ernie Nishii, President
Dr. Olga Rios, Vice President
Sophia Tse, Clerk
Christopher Apodaca, Board Member
Leticia Mendoza, Board Member
Maynard Law, Board Member
Soo Yoo, Board Member
Leticia Mendoza, Board Member

District Administration

Dr. Mary Sieu
Superintendent
Dr. Valencia Mayfield
**Assistant Superintendent,
Academic Services**
Toan Nguyen
**Assistant Superintendent,
Business Services
Chief Financial Officer**
Dr. Gina Zietlow
**Assistant Superintendent,
Human Resources**

School Description

Premise:

Through a multi-faceted learning process, students will develop ownership of their academic, behavioral, and emotional choices, which will empower them to make a positive impact on their lives as well as on the lives of others. Gahr High School's vision is to utilize our core values (Student Learning Objectives—SLOs), a rigorous and comprehensive curriculum, and the talents and abilities of all staff members and the community to provide an effective, safe, and supportive learning organization where all students meet standards required to graduate and succeed academically, personally, and socially in a 21st Century environment.

Our desire is to prepare graduates who connect their comprehensive education to real world learning through the recognition of relevant opportunities for all students. We believe that students, parents, staff, and community form a team to educate and prepare students, as they become productive and successful members of our society.

Vision:

Gahr High School's staff believes that ALL STUDENTS CAN AND WILL LEARN. We strive to provide the highest academic, technological, athletic, moral, and social standards. The school staff is committed to making a positive impact on the lives of students and fellow staff members. Gahr High School is a healthy, successful, safe, effective, and motivational environment for students. It is in this context that Gahr High School offers rigorous and challenging programs for every student to be prepared for college and/or career pathways.

Mission:

All Gahr High School students graduate with academic and social skills of success, in the position to choose college or career pathways. Teachers will lead student centered instruction focused on the content specific writing that can be used in any post high school experience.

GOALS:

- Build a sense of unity among staff, students, parents, and community through a commitment to maximize learning.
- Develop in each student an appreciation for the privileges and responsibilities of life.
- Actively engage students in learning individually, collaboratively, and technologically to equip them for college and career pursuits.
- Appreciate the uniqueness and diversity of cultures and ensure that each student and staff member is valued and treated with dignity and respect.

Student Learning OBJECTIVES:

- Increase the access to and use of technology for staff and students through core curriculum integration.
- Build a repertoire of effective instructional strategies and assessments that provide opportunities for students to think critically, use creativity, and act strategically in a technological environment.
- Explore opportunities to improve academic achievement through investigation, collaboration, problem-solving, and decision-making processes.

- Establish activities that nurture the cultural and social environment for Gahr students both on campus and in the global community.
- Enhance communication among all stakeholders through a variety of media and formats.
- Expand the base of parental and community involvement.

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	494
Grade 10	516
Grade 11	447
Grade 12	498
Total Enrollment	1,955

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.4
American Indian or Alaska Native	0.4
Asian	13.8
Filipino	13.5
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.9
White	7.9
Socioeconomically Disadvantaged	56.2
English Learners	10.3
Students with Disabilities	8.8
Foster Youth	0.3

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			
GAHR HIGH - STEAM Magnet School	16-17	17-18	18-19
With Full Credential	84	84	84
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
ABC Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
GAHR HIGH - STEAM Magnet	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 students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials Year and month in which data were collected: May 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Gr. 9-12: Study Sync: ELA/Advanced ELD, Designated ELD Houghton Mifflin: Reading Intervention- Read 180, Stage C, System 44 Windsor Learning: Intensive Intervention: Sondag System</p> <p>Gr 11-12: CSU: CSU ERWC/English IV: Expository Reading, Writing Course, Student Reader-2nd Edition AP English Language: Bedford St.Martins: The Language of Composition AP literature: Bedford, Freeman,Worth: Literature & COMPOSITION</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Carnegie Learning: High School Math Solutions(Revised 2018)- Integrated Math I.II.III Cengage Learning: Pre Calculus, AP Calculus AB Pearson: AP Calculus BC-5th edition Addison, Wesley, Pub: Multi variable Calculus Bedford Freeman Worth: AP Statistics & Statistical Reasoning McDougall Littell: Supplemental Trig Math, Data Analysis John Wiley & Sons: Supplemental Text- Trig, Math Analysis & Intro to Calculus Houghton Mifflin: Finite Math-2nd edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>John Wiley & Sons: Anatomy & Physiology, Adv Topics Bio #1 Pearson/Prentice Hall: Earth Science, Life Science, Honors Physics, Forensics Science Glencoe/McGraw Hill: Earth Science, Physical Science, CP Physics Cengage Learning: Fire Science, 4th edition Pearson/Benjamin Cummings: AP Biology McDougall Littell: CP Biology Holt, Rinehart, Winston: Honors Biology- Current Publishing: Marine Biology Thomson, Brooks, Cole: Chemistry of living things, AP Environmental Science, AP Chemistry, AP Physics Houghton Mifflin: CP & Honors Chemistry Jones & Barlett Publishers: Advance Topics in Bio #3 Kendall & Hunt: Adv Topics in Bio # 2</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: May 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Gr 9-12: McGraw Hill(May 2018): World History, Culture, Geography McGraw Hill(May 2018): US History & Geography- Continuity & Change Pearson: Economics, Civics(CA Magruder's American Govt), Psychology(8th edition) Thomson/Wadsworth: Psychology-Concepts & Connections(9th edition) AP Psychology: Worth Publishers(8th & 10th edition) AP US History: Cengage Learning: The American Pageant(10th edition) McDougall Littell: American Spirit (13th edition) AP World History: Glencoe/McGraw Hill: Traditions & Encounters AP Euro: Bedford, Freeman, Worth: A History of western Society AP Human Geography: Pearson/Prentice Hall: Intro- Cultural Landscape AP Civics: Houghton Mifflin: American Govt: Institution & Policies(10th Edition) Pearson: Govt in America: People, Politics, Policy AP Economics: Thomson/South Western: Principles of Economics(4th edition)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Pearson Education: Chinese, Lvl 1-2, AP French Columbia University Press: AP Chinese Holt, Rinehart, Winston: French Lvl 1-3, Spanish (advanced) Thomson Heinle: French Interaction(7th edition), Sur Le vif(4th edition) Cheng & Tsui Co.: Adventures in Japanese 1,2,3,4 Tuttle, Verity Communication, Univ. of Hawaii: Tagalog McDougal Littell: Avancemos! 1,2,3,4 Pearson/Prentice Hall: Spanish: Lectura & Gramatica, AP Spanish Vista Higher Learning: Honors Spanish IV: Imagina, AP Spanish Lang-Temas, AP Sp.Lang & Culture Exam Prep Korean Lang. Educ. Center: Korean 1,2,3,4</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe/McGraw Hill: Health 9th Edition Mendez Foundation: Too Good for drugs and Violence Delmar/Cengage: Intro to Sports Medicine & Athletic training, 2nd edition Saunders Elsevier: Health Informatics: Electronic Health record for Physicians Office</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Gr. 9-12 Glencoe/McGraw Hill: Music Appreciation, Art Talk Silver Burdett: Music West Publishing: Theater Neil A. Kjos: Piano, Concert Band, Strings Class Hal Leonard Corporation: Jazz Band, Beginning Band Alfred Publishing: Choral Class</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed.
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed.
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed.
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

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	63.0	73.0	64.0	66.0	48.0	50.0
Math	39.0	40.0	53.0	54.0	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	18.3	18.7	52.8

* 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	424	421	99.29	72.68
Male	205	203	99.02	67.49
Female	219	218	99.54	77.52
Black or African American	60	60	100.00	71.67
American Indian or Alaska Native	--	--	--	--
Asian	61	60	98.36	81.67
Filipino	49	49	100.00	85.71
Hispanic or Latino	207	206	99.52	65.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	31	96.88	83.87
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	243	98.78	67.08
English Learners	68	67	98.53	41.79
Students with Disabilities	31	30	96.77	13.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	424	420	99.06	39.52
Male	205	203	99.02	36.45
Female	219	217	99.09	42.4
Black or African American	60	60	100	36.67
American Indian or Alaska Native	--	--	--	--
Asian	61	60	98.36	60
Filipino	49	49	100	46.94
Hispanic or Latino	207	205	99.03	31.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	31	96.88	45.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	243	98.78	32.1
English Learners	68	67	98.53	17.91
Students with Disabilities	31	29	93.55	3.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 community members are encouraged to support the educational programs at Gahr High. Decisions regarding the priorities and directions of the educational plan are made with input from our stakeholders. To insure our instructional programs are consistent with students' needs and comply with District goals, staff members and parents are encouraged to serve on committees and participate in organizations and activities.

- *ABI Parent Portal
- *Naviance Family Connection
- * Parent Teacher Student Association (PTSA)
- * School Site Council (SSC)
- *LCAP Parent and Organization Advisory
- * English Language Advisory Committee (ELAC)
- * Arts Technology Academy (ATA) Advisory Committee
- *AVID Parent Connection
- * Korean Parent Association
- * Student Success Teams (SST)
- * Back-To-School-Night
- *ABC Magnet Fair
- *School Showcase Night
- * College and Career Planning Sessions
- * At Risk Counseling Sessions
- * Extra-curricular Activities
- * Band Booster Organization

*Coffee with the Principal

Numerous programs are enriched through the collaborative efforts of the following organizations and institutions with Gahr High:

ABC Adult School
ABC Federation of Teachers
ABC Management Association
All American Trophy
Artesia Chamber of Commerce
Broadview Mortgage
Browning Automotive Group
California Conference for Equality & Justice (CCEJ)
California Polytechnic University, Pomona
California State University, Fullerton
California State University, Long Beach
Cerritos Acura
Cerritos Center for the Performing Arts
Cerritos Chamber of Commerce
Cerritos Community College
Cerritos Pain Center
Cerritos Sheriff
Chase Bank
Chic-Fil-A
CIF Southern Section
City of Artesia
City of Artesia Library
City of Cerritos
City of Cerritos Library
Classic Image Photography
College Board
College Bound
Cypress Community College
Da'Hawaii Senior Club
Dairy Queen of Cerritos
Disneyland Resort
Foundation for Korean Language & Culture in USA
Fox Studios
Frantones
H & M Sports Photography
Hayes Sports Chiropractic
Herff Jones, Inc.
Hurley
LeFIELL
LACOE AVID
LBS Financial Credit Union
Long Beach City College
Long Beach Junior Chamber of Commerce
Long Beach Grand Prix
Long Beach Register
McDonald's Corporation
Mercedes Benz of Long Beach
Platt College
Project Lead The Way
Schools First Federal Credit Union
Southeast Regional Occupational Program (SE ROP)
Southern California Edison
Starbucks of Cerritos
Trader Joe's of Cerritos
VOLCOM
Wells Fargo Bank
Women's Shelter of Long Beach

For additional information about organized opportunities for parent involvement at Gahr High, please contact Dr. Crechena Wise at (562) 229-7795.

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

Gahr High School holds emergency drills for fire, earthquake, Run-Hide-Fight (Active Shooter) and lock down each semester. After each drill, the staff is given an opportunity to share any concerns and the plan is then updated to reflect any changes that will improve the safety of our students and staff in an emergency situation. The detailed school safety plan is available in the front office for review and this plan is reviewed each year by the local Fire Marshall and Cerritos Sheriff Station. An officer from Cerritos Sheriff Department is assigned daily during the week to the campus. Yearly changes and updates are made to the plan to support facility upgrades, community responses, and site needs.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	2.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.7	1.9
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	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0
Other	6
Average Number of Students per Staff Member	
Academic Counselor	379

* 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	27.0	28.0	28.0	17	15	12	41	39	43	22	24	18
Mathematics	30.0	28.0	28.0	8	11	14	16	21	26	36	33	26
Science	31.0	30.0	29.0	4	7	6	14	19	23	28	20	18
Social Science	30.0	30.0	30.0	8	8	8	17	14	22	32	34	27

* 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

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Our instructional vision is teachers will lead student centered instruction focused on content specific writing that will be used in any post-secondary setting. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development plans for the school year. Professional Develop will focus on Instructional Coherence focused on instruction, students, and content of learning. School wide training focus areas include the Fundamental Five of Instruction, technology, differentiation strategies, using data to drive instruction, and Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies. Staff members participate in conferences and workshops throughout the year and share their experiences and knowledge with colleagues.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,752	\$47,903
Mid-Range Teacher Salary	\$75,973	\$74,481
Highest Teacher Salary	\$103,165	\$98,269
Average Principal Salary (ES)	\$126,865	\$123,495
Average Principal Salary (MS)	\$126,865	\$129,482
Average Principal Salary (HS)	\$145,416	\$142,414
Superintendent Salary	\$243,357	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

The total district expenditures for all school sites for FY 2017-18 was \$220,351,387.65- The district spent \$7,743.14 per student. 62.94 cents of every dollar went to teacher salaries and 15.75 cents was spent for administration. The remainder 21.31 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
GAHR HIGH - STEAM Magnet School	2014-15	2015-16	2016-17
Dropout Rate	0.4	0.9	0.8
Graduation Rate	99.3	99.1	97.1
ABC Unified School District	2014-15	2015-16	2016-17
Dropout Rate	1.7	2.2	2.0
Graduation Rate	94.4	93.6	91.1
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	102
% of pupils completing a CTE program and earning a high school diploma	28.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6209	29	6180	79987
District	◆	◆	5904	\$82,191
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			4.6	-2.7
Percent Difference: School Site/ State			-14.2	-1.0

* 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.

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	99.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	49.5

* 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	0	◆
English	6	◆
Fine and Performing Arts	2	◆
Foreign Language	3	◆
Mathematics	3	◆
Science	3	◆
Social Science	9	◆
All courses	26	21.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.7	90.6	88.7
Black or African American	100.0	92.7	82.2
American Indian or Alaska Native	100.0	75.0	82.8
Asian	98.8	97.3	94.9
Filipino	94.8	97.3	93.5
Hispanic or Latino	93.1	85.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	84.0	92.1
Two or More Races	100.0	82.1	91.2
Socioeconomically Disadvantaged	100.0	90.1	88.6
English Learners	62.2	52.8	56.7
Students with Disabilities	90.3	70.2	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

The ABC Unified School District's Career and Technical Education (CTE) courses provide students with the opportunity to become productive citizens in our ever increasing technology-rich world. Students receive training in classes designed to give them the knowledge, skills, and background that will prepare them to compete in fields where proficiency in technology is the main criteria for employment.

The integration of core academic standards (English and Math) with CTE courses allows for the practical application of core curriculum within the context of real life situations and technology. Additionally, the focus of CTE courses is not only on college-bound students but also on those who are seek to enter vocational fields upon graduation from high school. CTE courses are designed with the input of teachers, business partners, and post-secondary schools to create a curriculum that will provide a pathway to technology-based employment. In ABC, the goal for Career Technical Education classes is to integrate and align our middle and high school students' coursework through pathways.

CTE courses are evaluated based upon the following criteria: number of students enrolled, completion of coursework, and grades earned by those completing the classes. Another goal of CTE courses--along with preparing students for future employment--is to increase student engagement, reduce high school drop-out rates, and allow more students to participate in post-secondary education.

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.