



Gretchen Whitney High School

16800 Shoemaker Avenue • Cerritos, CA 90703 • (562) 926-5566 • Grades 7-12

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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

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

Vision Statement

Whitney High School strives to develop intrinsically motivated, collaborative learners who approach their education purposefully and creatively by taking ownership of their learning to become responsible, innovative global citizens.

Mission Statement

Whitney High School is a single-purpose high school for grades 7-12, whose primary mission is to prepare academically proficient students for entrance to and success at their best-match university. The school emphasizes academics and appropriate co-curricular experiences that develop socially and academically successful students. Whitney High School represents the ABC Unified School District's commitment to alternative education for high achieving students who are selected throughout the district.

Expected School-wide Learning Results

All Whitney graduates will be...

Complex Thinkers who:

- will be prepared to enter a four year college or university
- demonstrate abstract conceptual thinking
- demonstrate skills and concepts in a variety of problem solving situations
- develop an understanding of the symbolic language of mathematics and the sciences
- remain current with developments in technology

Community Participants who:

- make a positive contribution with others
- function together in a multi-cultural society
- appreciate contributions of others
- respect diversity
- acquire an appreciation of the arts

Collaborative Workers who:

- demonstrate self-directed study habits
- contribute to a safe and positive environment
- utilize research skills

Effective Communicators who:

- demonstrate appropriate interpersonal skills
- develop self-confidence, personal strengths and integrity
- convey ideas through coherent and focused essays
- read and understand grade-level appropriate material

To facilitate our students' successful transition to college and careers, Whitney's Guidance Team has worked diligently to assemble a strategic comprehensive approach toward academic and personal counseling, which includes some of the following components:

Academic Development:

- Google calendars used by teachers to coordinate/communicate major assignments and projects

- ABI Grade book - parent portal, which allows parents online access to grades
- Financial Aid Workshops
- Free day-planner/organizers provided annually by the Whitney High School Foundation for Educational Excellence
- Free tutoring services after school
- Expansion of updated integrated technology in classrooms
- Increase in number of 8th grade Academic Planning Nights
- Reconfiguration of Student Advisor duties
- Cross-curricular assignments between 7th and 8th grade teachers
- Homework posted on teacher websites
- Creation of new classes to support student interests
- Teachers readily available during posted office hours
- Senior College Application Summer Workshops
- Summer Academy enrichment courses
- Increasing annual scholarship awards (over \$9 million this past year)
- Development of Career Technical Education Pathways in Game Design, Robotics, and Digital Media
- Augmentation of authentic, work-based learning opportunities/internships for all students

Personal Growth and Interests:

- Expansion of College and Career Center services
- Expansion of Career Center services
- Expansion of Naviance services
- 7th grade Career Fair
- 7th and 8th grade college night
- 9th grade career exploration benchmark exercise
- Creation of mentoring program
- Counseling partnership
- Middle school sports program
- High school sports program - 605 League
- Bottom Locker Productions- Drama
- High school drama productions
- Middle and high school band performances
- Annual Talent Show
- Variety of extra-curricular activities and clubs
- Senior Retreat
- 9th grade Mini-retreat
- International Day
- Annual Talent Show
- Class Competitions
- Faculty Follies-scholarship event
- Addition of College Planner support
- Creation of new clubs based on student interests

These are just some of the things that make Whitney an outstanding public high school. As you review the rest of this document, you will discover many others.

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 7	165
Grade 8	164
Grade 9	176
Grade 10	170
Grade 11	169
Grade 12	164
Total Enrollment	1,008

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	59.0
Filipino	16.9
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.4
White	4.0
Socioeconomically Disadvantaged	23.9
English Learners	0.0
Students with Disabilities	1.5
Foster Youth	0.0

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			
Gretchen Whitney High School	16-17	17-18	18-19
With Full Credential	43	43	41
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			
Gretchen Whitney 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 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. 7-8: McGraw Hill-Study Sync: ELA/Designated ELD College Board: Springboard English Language Arts Course 2/3: ELA/Designated ELD Houghton Mifflin: Reading Intervention: Read 180, System 44 Windsor Learning: The Sondag System(Intensive Intervention)</p> <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>Gr. 7-8: Carnegie Learning: Gr7: Math 7, Advanced Math 7: Middle School Math Solutions, Course 2 Gr 7-8: Advanced Math 7, Math 8, Advanced Math 8: Middle School Math Solutions, Course 3 Gr 8: Advanced Math 8: High School Math Solution, Integrated Math I(revised 2018) Gr 7-8: College Board: Springboard Mathematics Series(Course 2,3, Integrated Math I) College Prep Math: Gr 7-8: College Prep Math(CPM): CPM core Connections Course(Course 2,3, Integrated Math)</p> <p>Gr. 9-12: 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>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Gr. 7-8: Gr. 7 Prentice Hall: Focus on Life Science, CA Edition Gr. 8 Prentice Hall: Focus on Physical Science, CA Edition</p> <p>Gr. 9-12: 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>
History-Social Science	<p>Gr. 7-8: Gr. 7-8: Cengage (June 2018) Gr 7: World History(Medieval and Early Modern Times) Gr 8: US History(American Stories, Beginning to World War 1)</p> <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 Magraders 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>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>Gr. 7-8: McDougal Littell: Avancemos, For Native Speakers:Tu Mundo & Nuestro Mundo Pearson Prentice Hall: Spanish: Realidades A&B</p> <p>Gr.9-12: 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>Gr. 7-8: Gr. 7-8 Glencoe/McGraw Hill: Teen Health 2&3 Positive Prevention Plau/Poor Richards Press(May 2018): Sexual Health(CA Health Youth Act)</p> <p>Gr.9-12: 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. 7-8: Neil A.Kjos Music(Oct 2018)- Strings Hal Leonard Corporation(Oct 2018): Essential Elements for Band Alfred Publishing: Beginning Choral Class</p> <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</p> <p>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: 9/5/2018

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	Not 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

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

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	100.0	100.0	64.0	66.0	48.0	50.0
Math	96.0	97.0	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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	10.4	18.3	70.7
9	8.6	19.0	66.1

* 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	493	492	99.80	99.59
Male	188	187	99.47	99.47
Female	305	305	100.00	99.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	295	295	100.00	99.32
Filipino	72	72	100.00	100.00
Hispanic or Latino	78	78	100.00	100.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	100.00
Two or More Races	13	12	92.31	100.00
Socioeconomically Disadvantaged	126	126	100.00	99.21
English Learners	22	22	100.00	100.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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	493	492	99.8	96.75
Male	188	187	99.47	97.33
Female	305	305	100	96.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	295	295	100	99.66
Filipino	72	72	100	97.22
Hispanic or Latino	78	78	100	85.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100	95.45
Two or More Races	13	12	92.31	100
Socioeconomically Disadvantaged	126	126	100	94.44
English Learners	22	22	100	100
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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)

Parent and Community Involvement

The parents and the community as a whole are highly involved at Whitney. The Whitney Foundation for Educational Excellence, a registered and incorporated non-profit organization, is consistently the largest group of active parents. The Foundation meets monthly and works with administration to create and carry out plans for achieving short and long-term goals that meet the school's identified needs. This parent organization coordinates dinners, walkathons, carnivals, casino nights, summer academies, and other fundraising activities. The money generated has purchased science lab equipment, installed a new electronic marquee, provided students with helpful planners, covered travel expenses for college visits, sponsored scholarships for Whitney graduates, provided band equipment, facilitated the construction of the Media Arts Center, and much more. Most recently, the Whitney Foundation purchased two Chromebook carts for use in our classrooms.

In addition to the Whitney High School Foundation for Educational Excellence, parents are involved in a variety of other supportive organizations, including the PTSA, the Chinese Parents Association, the Filipino Parents' Support Group, the Indian Parents' Association, the Korean Parents' Association, and the Latino Parents' Association, and the School Site Council. Parent volunteers assist in the library, College and Career Center, and with summer registration processes. Parents have also volunteered to participate as host families for student foreign exchange programs. Some of the other activities in which our parents have been involved include the following:

- College information sessions
- Career guest speaker presentations
- Back-To- School- Night
- 7th Grade Orientation
- Open House
- Academic counseling sessions

- Parent participation on School Safety Committee, CTE Committee, and the Parent Engagement Committee
- 9th Grade Orientation
- Attendance and supervision of extra-curricular events
- New Parent Orientation
- Chaperoning field trips/ activities
- Hosting exchange students
- Hosting students - job shadowing or other career exploration activities
- Serving as guest speakers about careers
- Maintaining ABI Parent Portal accounts
- Maintaining Naviance Parent accounts

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 Safety Plan

Gretchen Whitney High School provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures

Gretchen Whitney High School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as state testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

The school evaluates the plan annually and updates it as needed with the approval of the School Site Council. An updated copy is available to the public in the school office.

Date of Last Review/Update: February 2018

Date Last Reviewed with Staff: March 2018

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.2	0.2
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	3
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.1
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.05
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	340

* 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	31.0	31.0	2	1		17	15	19	15	17	14
Mathematics	29.0	29.0	29.0	7	5	5	17	18	21	12	12	9
Science	30.0	29.0	29.0	4	3	6	19	20	22	13	13	8
Social Science	30.0	30.0	31.0	1	2	2	18	16	13	14	14	18

* 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

Whitney's staff development is based upon needs identified by the administration in collaboration with the Site Leadership Team (SLT) and ABC Unified School District. Staff development occurs during the four early release days each month, on the one student-free day in January each year, on specially designated release days, and outside of school hours on afternoons and weekends.

For the 2018-19 school year, \$8,725 has been allocated for staff technology training, including conference costs, substitutes, and other incidentals. In addition, another \$2,500 is available each year for all other manner of professional conferences and trainings. Finally, a substantial budget of no less than \$5,000 is available for Advanced Placement training. Furthermore, all instructional staff are participating in Cultural Proficiency training on two separate days, one in fall and another during the spring.

Some of the staff development topics over the past few years include the following: textbook adoptions and trainings in ELA and mathematics, benchmark training, AERIES, CMAST (mathematics), NGSS, Advanced Placement (by discipline/subject), Google, cyberbullying and internet safety, sexual harassment, health standards, Common Core strategies, Autism, mentorship, Learning Walks, intra-disciplinary vertical articulation, and Naviance. Our primary goals

for 2018-19 are teacher collaboration around authentic student work and the development of formalized formative assessment systems, and efforts to create a more welcoming, inclusive, and encouraging learning environment for all students.

Staff development is delivered by site and district experts, as well as outside consultants.

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)			
Gretchen Whitney High School	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	0.0
Graduation Rate	100.0	100.0	99.4
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	88
% of pupils completing a CTE program and earning a high school diploma	0
% 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	6603	0	6603	80781
District	◆	◆	5904	\$82,191
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			11.2	-1.7
Percent Difference: School Site/ State			-7.6	0.0

* 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	79.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	99.4

* 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	5	◆
Fine and Performing Arts	1	◆
Foreign Language	4	◆
Mathematics	7	◆
Science	5	◆
Social Science	8	◆
All courses	30	39.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	99.4	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	100.0	97.3	94.9
Filipino	95.2	97.3	93.5
Hispanic or Latino	100.0	85.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	84.0	92.1
Two or More Races	0.0	82.1	91.2
Socioeconomically Disadvantaged	100.0	90.1	88.6
English Learners	0.0	52.8	56.7
Students with Disabilities	100.0	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) classes provide students 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.

CTE classes' integration of core academic standards (Math and English) allows for the application of them into the curricular content of technology courses. Additionally; their focus is not only on college-bound students but also for those who are entering vocational fields upon graduation from high school. Classes 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 be integrated and aligned with our middle and high school students' coursework.

CTE courses are evaluated based upon the following criteria: number of students enrolling in them, completion of coursework, and the grades earned by those completing the classes. Another goal of CTE classes--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.