

# Garey High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Garey High School
<b>Street</b>	321 West Lexington Ave.
<b>City, State, Zip</b>	Pomona, CA 91766-5254
<b>Phone Number</b>	(909) 397-4451
<b>Principal</b>	Marco Sanchez
<b>E-mail Address</b>	marco.sanchez@pusd.org
<b>Web Site</b>	www.pusd.org
<b>CDS Code</b>	19649071933324

<b>District Contact Information</b>	
<b>District Name</b>	Pomona Unified School District
<b>Phone Number</b>	(909) 397-4800
<b>Superintendent</b>	Richard Martinez
<b>E-mail Address</b>	richard.martinez@pusd.org
<b>Web Site</b>	www.pomona.k12.ca.us

### **School Description and Mission Statement (School Year 2018-19)**

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, issued annually by school boards for each public school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and areas in which improvement is needed. As you read Garey High School's Report Card, I hope you will be pleased with its successes and ongoing improvement. Each employee at our school has the best interests of your children at heart. I hope you will find this report informative and beneficial. If you would like additional information on any of these areas, please feel free to call Garey High School at 909-397-4451. We welcome your comments on this report.

Vision Statement: Our efforts are empowered and inspired by our desire to prepare students to successfully transition from high school to higher education, career-readiness, and the competitive workforce.

Mission Statement: At Garey High, we are committed to fostering a culture of learning with our LEGACY grounded in respect, responsibility, and results. We encourage our students to commit themselves to persevere and achieve academic and personal excellence for their success in a diverse community. Our vision is attainable through rigorous and relevant curriculum, effective instructional practices, student engagement, and on-going school-wide collaboration that is student-centered and goal-oriented.

#### **L.E.G.A.C.Y.:**

Expected Student Learning Goals

#### **Life-long Learners**

who are self-directed and goal-oriented  
 who are creative and innovative

#### **Effective Communicators**

who express ideas clearly  
 who are competent readers, writers, listeners, and speakers

#### **Global Citizens**

who value and practice good character  
 who appreciate the strength of diversity

#### **Analytical Thinkers**

who use appropriate tools strategically to problem-solve  
 who accomplish task with precision

#### **Creative Collaborators**

Who work together to co-create meaning  
 Who share in the process of decision-making

#### **Yielders of Quality Work**

Who demonstrate critical thinking  
 Who demonstrate growth and mastery

School-wide Instructional Focus: Garey High School continues to focus on literacy development with an emphasis on Reasoning Literacy. Our shift to Reasoning Literacy is based on our CAASPP and assessment data analysis that reveals a math proficiency gap for many of our students. We aim to address this proficiency gap through collaborative learning teams and an emphasis on concepts and procedures within our Math Department. School-wide, we will support Reasoning Literacy by integrating problem solving, modeling and data analysis, and communicating reasoning into our lesson design. Along with literacy development, our foundational five instructional strategies continue to be what we call our C.O.R.E.S. (Checking for Understanding, Learning Objective, Re-teaching, Student Engagement (Engaging Content), and Scaffolding).

Garey High School, established in 1962, is located in the southwestern section of the suburb of Pomona, thirty miles due east of Los Angeles. We are one of forty-four schools in the District. Approximately 1,800 ninth through twelfth grade students attend Garey. The Garey High School Staff includes seventy-five classroom teachers, four counselors, a part-time speech and language specialist, a part-time nurse, a full-time school psychologist, a career-technician, and forty-nine classified staff members. The administrative team consists of the principal, three assistant principals, and two deans of students. There are eighty-one classrooms, thirty-seven of which are portables. There are approximately four hundred, sixty-four English Learners, with the majority of students scoring in the Early Advanced or Advanced level of the California English Language Development Test (CELDT). A review of the CELDT Test data indicates that the majority of English Learners, who are regularly attending, improve by at least one proficiency level each year. In some cases, students have increased two levels. Every year, the school continues to work to reclassify more English Learners. Data indicates that once our students are reclassified as Fluent English Proficient, they perform extremely well on the CAASPP and other standardized assessments.

Garey High School has four computer labs for general teacher use and a full research lab in the library. Every classroom and office is wired for Internet access. Most classrooms are equipped with LCD projectors and document cameras, which allow instruction from the teacher's computer, the Internet, Intranet, and other media. Many teachers at Garey High School use the Google Suite in an effort to provide students with a contemporary, blended, educational experience.

As part of the School Plan for Student Achievement (SPSA), instructional leaders regularly participate in Structured Teacher Planning Time (STPT) in school-wide, departmental, and grade-level PLCs (Professional Learning Communities) in which student achievement data is analyzed. The primary focus of STPT is the identification of strengths and weaknesses in programs, the refinement of instructional strategies, the sharing of best practices, and the assessment of student progress toward targeted standards and expected learning outcomes. A comprehensive staff development plan aligned with the SPSA provides ongoing staff development, both department-specific and school-wide. Garey High School's Staff is also busy preparing for an accreditation visit from the Western Association of Schools and colleges (WASC). Through this plan, faculty members have become proficient in assessing student performance and tailoring instruction based upon data and research.

At Garey High School, our instructional approach is based on Checking for understanding, daily learning Objectives, Re-teaching, student Engagement, and Scaffolding (C.O.R.E.S.). In addition, Garey High School is committed to our focus of literacy development. This year's professional development and instructional focus is Reasoning Literacy. Our Site Learning Team is developing professional learning opportunities for teachers to embed Reason Literacy into their lesson design.

School-to-Home communication is an integral component to student success. In order to enhance this vital communication, Garey employs several strategies to share information, as well as to gain input and feedback from parents and other stakeholders. Our monthly Coffee with the Principal meeting occur on Fridays serves the purpose of providing information to our community, as well soliciting input from our community based on our instructional focus and school climate. We post all stakeholder resources on the school website to keep parents informed of school events, news, and activities. The website also contains our Teachers Corner which list class assignments, PowerPoint and lecture notes, and other information. Our parents can access their student(s) attendance, grades and check on homework assignments through our online Parent Connect program. The In Touch and TeleParent Automated Telephone System notifies parents of attendance issues and is used to communicate information items. Parents, students, and staff can access the Garey High School Website for calendar and event information, department and faculty information, as well as graduation requirements, the student handbook, and library information.

The commitment to student achievement is evident in the diversity of programs designed for special populations: ELD Instruction, Special Education, At-Risk programs, and Advanced Placement. Garey offers AP classes available for sophomores, juniors and seniors. Vocational training includes a Child Care, Child Development, Computer Programming, Business Classes, Marketing, Retail Occupations, and Criminal Justice. The Visual and Performing Arts Department regularly participates in local events such as the sweepstakes parade, Pomona Art Council displays, the Civic Center shows, Disneyland, exhibits for the Cities of Pomona, and the famous Rose Parade. In 2017-2018, Garey High School has begun a new intervention program; using a variety of metrics, each administrator has a caseload of approximately forty students whom he/she mentors. This year, Garey High School also launched its Academy of Finance and International Business (AFIB). The first cohort of ninth graders is participating in the AFIB, as Garey works towards accreditation from the National Academy Foundation.

#### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	472
Grade 10	466
Grade 11	458
Grade 12	395
Ungraded Secondary	90
<b>Total Enrollment</b>	<b>1,881</b>

#### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.1
Asian	2.2
Filipino	0.3
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.1
White	1.2
Socioeconomically Disadvantaged	91.0
English Learners	25.0
Students with Disabilities	14.1
Foster Youth	0.9

## 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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	63	65	67	1060
Without Full Credential	1	1	0	12
Teaching Outside Subject Area of Competence (with full credential)	3	3	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	3	3	0
Vacant Teacher Positions	4	1	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)

Year and month in which data were collected: June 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	9-12 - Holt Literature and Language Arts, Holt, 2003; Elements of Arguments: A Textbook and Reader, 2003; Best American Essays (AP), 2004; The Prose Reader, 5th Ed (AP), 2005; 50 Essays: A Portable Anthology (AP), 2007; Current Issues and Enduring Questions (AP), Bedford, 2007; The Bedford Handbook (AP), 2006; Perrine's Literature Structure, Sound, and Sense (AP), Heinle, c. 2005; Intervention: Measuring Up: California Content Standards - ELA Intervention - SRA Reach Intervention - Scholastic Read180 Rbook, RFlex Book; Expository Reading and Writing, Version 2.1 Into the Wild, 1984 (ERWC) English Language and Composition: Analysis, Argument, and Synthesis, 75 Readings: An Anthology, Advanced Composition Skills: 20 Lessons for AP Success,	Yes	0%
Mathematics	Mathematics I III; Math Vision Project - District Approved OER Materials; 2014 Pre-Calculus with Limits, A Graphic Approach, Holt McDougal, 2001; Calculus 7th Ed Houghton Mifflin, 2002; Statistics Through Applications, W. H. Freeman & Company, 2005; The Practice of Statistics, 3rd Ed, W. H. Freeman & Company, 2003;	Yes	0%
Science	Glenco Focus on Life Science c. 2007 7th Glenco Focus on Physical Science c. 2007 Biology, 8th Ed {AP} Pearson, 2008; Biology, Prentice Hall, 2009;	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Environmental Science: Earth as a Living Planet (AP); Wiley, 2007; Physics for Scientists and Engineers (AP Physics C), Thompson, 2008; Human Anatomy &amp; Physiology, 7th Ed Pearson Addison Wesley, 2007; Essentials of Human Anatomy &amp; Physiology, 8th Ed., Pearson, ELD - Biologia - 2007 Spanish Student Edition, Prentice Hall, 2004; World of Chemistry, McDougal Littell, 2007; Chemistry: A Molecular Approach (Honors), Pearson, 2008; Chemistry: The Central Science (AP), 10th Ed, Pearson, 2009; Earth Science - CA Edition, Prentice Hall, 2006;</p> <p>Environmental Science: Earth as a Living Planet (AP), Wiley, 2007; Environmental Science, HRW, 2008; Physical Science: Concepts in Action with Earth and Space Science, Pearson, 2009; Earth Science - CA Edition, Prentice Hall, 2006 Introduccion a la Fisica y la Quimica, Latin Trading Corp. 2002; Conceptual Physics, Prentice Hall, 2009; Physics, HRW, 2007 College Physics, Thompson, 2009; Physics for Scientists and Engineers, Thompson, 2009 Lifetime Health, HRW, 2004;</p>		
<b>History-Social Science</b>	<p>World History: Medieval and Early Modern Times - 7th Creating America - A History of the United States-8th Economics: Principles in Action, Pearson, 2007; Economics: Principles, Problems and Policies, McGraw Hill, 2008; Magruder's American Government, Prentice Hall, 2006; Government in America: People, Politics and Policy (AP), Prentice Hall, 2006; United States History: Modern America, Prentice Hall, 2008; The American Pageant, (AP), Houghton Mifflin, 2006; World History: The Modern World, Pearson, 2007; World Civilizations: The Global Experience (AP), Pearson, 2007; Gardner's Art through the Ages, Thomas, 2005; A History of Western Society, McDougal Littell, 2006; Psychology: Principles in Practice, HRW, 1998; Psychology, 8th Edition, Worth, 2004; Occupied America, Longman, 2007; Street Law: A Course in Practical Law, Glencoe, 2010; Sociology in Our Times, Thompson, 2001;</p>	Yes	0%
<b>Foreign Language</b>	<p>Ven Conmigo! Year 1-3, HRW, c. 2002 Lecturas Avanzadas, Amsco, 2005 Spanish Three Years, Amsco, 1998; Spanish Four Years, Amsco, 2005; Cuentos Hispanos de los Estados Unidos, Arte Publico Press, 1998; Abriendo Puertas, Tomo 1-2, 2003; Abriendo Puertas, Tomo 1-4, 2012; Abriendo Paso-Lectura (AP), Heinle, 2007; Abriendo Paso Gramatica (AP), Heinle, 2007; En un Acto, Heinle, 1990; Galeria de Arte y Vida, Glenco, 1997 Allez, Viens!Year 1-3: HRW, 2005; French Three Years, Amsco, En Bonne Forme, Wiley, Allons Au-Delá: La Langue et les Cultures de monde francophone(AP),</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Pearson, 2012; ELD Support-Ven Conmigo! Nuevas vistas Year 1-2, HRW, 2005; A Basic Course in American Sign Language, TJ Publishers, (1994); American Sign Language: A Student Text 1-9, Clerk Books, (1990); American Sign Language: A Student Text 10-18, Clerk Books, (1990); Sign Language Interpreting: A Basic Resource Book, Linstock, (2000); Integrated Chinese: Traditional Character Edition, Level 1, Part 1, 2nd Edition, Cheng &amp; Tesui Company, (2006); Integrated Chinese: Traditional Character Edition, Level 1, Part 2, 2nd Edition, Cheng &amp; Tesui Company, (2007); Lecturas Avanzadas, Amsco, 2005 Spanish Three Years, Amsco, 1998; Spanish Four Years, Amsco, 2005; Cuentos Hispanos de los Estados Unidos, Arte Publico Press, 1998; Abriendo Puertas, Tomo 1-2, 2003; Abriendo Puertas, Tomo 1-4, 2012; Abriendo Paso-Lectura (AP), Heinle, 2007; Abriendo Paso Gramatica (AP), Heinle, 2007; Triangulo Aprobado (AP), Wayside, 2013; En un Acto, Heinle, 1990; Galeria de Arte y Vida, Glenco, 1997 Allez, Viens!Year 1-3: HRW, 2005; French Three Years, Amsco, En Bonne Forme, Wiley, Allons Au-Delá: La Langue et les Cultures de monde francophone(AP), Pearson, 2012; ELD Support-Ven Conmigo! Nuevas vistas Year 1-2, HRW, 2005; A Basic Course in American Sign Language, TJ Publishers, (1994); American Sign Language: A Student Text 1-9, Clerk Books, (1990); American Sign Language: A Student Text 10-18, Clerk Books, (1990); Sign Language Interpreting: A Basic Resource Book, Linstock, (2000); Integrated Chinese: Traditional Character Edition, Level 1, Part 1, 2nd Edition, Cheng &amp; Tesui Company, (2006); Integrated Chinese: Traditional Character Edition, Level 1, Part 2, 2nd Edition, Cheng &amp; Tesui Company, (2007);</p>		
<b>Health</b>	6-8 Decisions for Health, HRW, 2004; 9th - Lifetime Health, HRW, 2004	Yes	0%
<b>Visual and Performing Arts</b>	meets or exceeds state Williams requirements	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	meets or exceeds state Williams requirements	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Responsibility and results are among the Core Values of the District. These values are exemplified in our continued commitment to provide facilities that are clean and maintained to the highest standards. The District’s maintenance staff strives to complete work orders in a timely manner thereby ensuring the health, life, and safety of our students, staff, and community. Our electronic work order process ensures that the necessary emergency work orders are given the highest priority and are completed swiftly.

The District has adopted high cleaning standards that are maintained by our custodial staff on a daily basis. Ongoing assessment of site cleanliness is performed by the district’s custodial management team. This process includes the evaluation and consideration of new cleaning products, procedures, and equipment. This also includes the continuous training for custodial staff. Additionally, regular pest control operations are performed in strict accordance with all applicable regulations mandated for California schools.

On-going maintenance of our school facilities includes: roofing, flooring, painting, HVAC, electrical systems, and exterior painting. The District is committed to assuring that all facilities provide the necessary environment for high quality education to take place.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2018	
Overall Rating	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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	37.0	38.0	40.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	14.0	25.0	26.0	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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	436	417	95.64	37.41
Male	240	228	95.00	31.14
Female	196	189	96.43	44.97
Black or African American	14	12	85.71	50.00
Asian	--	--	--	--
Hispanic or Latino	407	391	96.07	36.83
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	403	385	95.53	37.14
English Learners	147	144	97.96	10.42
Students with Disabilities	45	40	88.89	5.00
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	435	416	95.63	14.18
Male	240	230	95.83	12.17
Female	195	186	95.38	16.67
Black or African American	14	11	78.57	9.09
Asian	--	--	--	--
Hispanic or Latino	406	390	96.06	13.85
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	402	384	95.52	13.54
English Learners	147	143	97.28	0.7
Students with Disabilities	45	40	88.89	2.5
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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.

## Career Technical Education Programs (School Year 2017-18)

SARC Career and Technical Education (CTE) 2017/2018, Pomona Unified School District, Career Academies and San Antonio ROPs, career pathway programs, are on all high school campuses and prepare students for high-skill, high-wage jobs in emerging and growing industry sectors. Students demonstrate mastery through industry certifications, post secondary articulations and job placement in designated fields. CTE teachers work with academic teachers to ensure both college academic achievement and career training which includes CTE, A-G courses. Basic and industry specific training for employment readiness is supported and reviewed by advisory committee members made up of business, labor and community stakeholders. Skills assessments are completed and reviewed as to how to enhance programs to give all students the opportunity to be college and career ready and successful. Students participate in career technical student organizations to develop outcomes that are successful and that help them meet professional skills in higher education and/or job placements.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	894
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	39.0

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.0	20.8	18.1

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.

## 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)

It is through our Parent Involvement program that parent and community members are involved in the school's decision-making process in a variety of ways. The School Site Council is composed of the principal, teachers, parents, and students who meet monthly to plan, implement, and evaluate the School Plan for Student Achievement (SPSA). One of the main responsibilities of this committee is to review student achievement data and recommend school interventions to close the achievement gap for our students.

The English Learners' Advisory Committee (ELAC) is composed of parents, teachers and community members. The parents or guardians of the English Learners student population at the school site elect the committee members. The ELAC advises the principal and the staff on: a) The development of a detailed school plan for English learners b) The development of the school's needs assessment c) Administration of the language census report d) efforts to make parents aware of the importance of regular school attendance. Additionally, this advisory committee elects one member to represent Garey High School at the District English Learners' Advisory Committee. Parents also receive training on the legal requirements of the program and the budgets, student achievement data. EL parents are also given ample opportunities to participate in school via all the weekly workshops offered at site.

There are regular opportunities for parents to attend the Parent Meetings and In-services. Monthly School Advisory Council (SAC) meetings are held with different topics. At the start of the year, the parents are made aware of the program and are informed of their child's participation and their right to be involved. Parents are involved in an organized, ongoing, and timely way in the planning, and improvement of the Title I programs at Garey High School. Individual student academic progress is the topic of conversation between teachers and parents during our traditional Parent Teacher Conference Nights. In addition, parents receive timely information on their students' performance and individual assessment results. Explanations of the curriculum, the assessment forms used to measure student progress, and the proficiency levels of students are conveyed to parents through meetings, parent conferences, and mailings. During these meetings, parents are given opportunities to make suggestions and recommendations. There are ample opportunities for parents to be involved in sustaining programs such as AVID, GATE, AP courses, Special Ed; all of which prepare students for academic success.

Students also benefit from parent volunteers who share their special talents planning special activities or in general assisting other parents in becoming involved with school. Parents who wish to volunteer at Garey complete the PUSD application process. Applications are available at the annual pre-school registration and throughout the year in the Parent Center, as well as the PUSD website.

Many local businesses and individuals enrich our school program through direct donations of goods and services such as Cardenas, United Way, Pomona Valley Christian Center, Boy's and Girls Club of Pomona, City of Pomona Chamber of Commerce, Rotary Club, Mt. San Antonio College, Nissan of Montclair, and Latino/Latina Roundtable.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	9.8	10.6	8.5	13.3	11.9	11.7	10.7	9.7	9.1
<b>Graduation Rate</b>	81.7	82.0	89.3	78.0	79.6	80.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	90.7	83.8	88.7
Black or African American	77.8	85.1	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	95.4	94.9
Filipino	100.0	90.9	93.5
Hispanic or Latino	90.1	82.7	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	90.9	92.1
Two or More Races	100.0	82.4	91.2
Socioeconomically Disadvantaged	94.6	88.0	88.6
English Learners	67.1	62.7	56.7
Students with Disabilities	90.9	76.0	67.1
Foster Youth	100.0	66.7	74.1

**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.

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.7	8.1	10.6	3.2	3.8	3.5	3.7	3.7	3.5
Expulsions	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Safety of the students and staff is a primary concern of the Pomona Unified School District. All schools in the district are in compliance with all laws, rules and regulations pertaining to hazardous materials. All buildings within the district are in compliance with state earthquake standards. A Safe School Plan has been adopted, and it includes policies on disaster preparedness, student discipline, the components of a safe and orderly school environment, suspension/expulsion procedures, safety, child abuse reporting procedures, student dress codes, and student and staff sexual harassment.

On October 18th, 2018, Garey High School conducted the California Great Shake Out with a follow up and analysis of our area strengths held immediately after the conclusion of the drill. The California Great Shake Out is Garey High School’s annual, full-school disaster drill; the event is meticulously planned to maximize the preparation of all students and staff members in the case of a disaster. In preparation for the drill, the student body is briefed on disaster protocol and procedures.

The procedures include both in class and out of class disaster protocols. In case of an earthquake, students are taught to “Drop, Cover, and Hold.” When directed by the bell, the teachers use the evacuation route to reach the Evacuation Assembly area. In the assembly area, teachers are paired using a buddy system

in order to help supervise classes in case of injuries, fatalities, or when teachers have been assigned specific duties. Teachers take roll and fill out an accountability form that is sent to the Emergency Command Center. Attendance is taken and search and rescue begins. The Search and Rescue Team goes through the campus in order to assess human and physical damage.

In order for our procedures to function, our staff has to be trained and knowledgeable of their assigned duties during a disaster. Our staff is assigned either a station, or supervision of students. Our stations consist of the Emergency Command Center, an Accountability Station, a First Aid Station, a Search and Rescue Station, a Utilities and Sanitation Station, a Security Station, a Parent Check-Out Station, and the Morgue. Teachers first report to their assigned area, take attendance and then report to their assigned area of responsibility. Every year, Garey High School adjusts its Disaster Plan, accounting for any changes in staff or procedures.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	19	11	38	24.0	30	23	28	29.0	16	22	31
Mathematics	28.0	5	5	8	20.0	13	6	9	25.0	21	29	19
Science	30.0	6	12	26	31.0	6	13	25	30.0	9	13	26
Social Science	28.0	9	19	17	28.0	10	18	21	26.0	16	13	23

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	472
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.1	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5153	448	4705	80593
District	N/A	N/A	4844	\$81,423
Percent Difference: School Site and District	N/A	N/A	-2.9	1.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-33.1	1.7

Note: Cells with N/A values 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 (Fiscal Year 2017-18)

Garey High School receives the following categorical funds: Title 1, EL and LCFF Funds. The funds are used to pay for personnel, materials, supplies, equipment, parent involvement, and professional development that close the achievement gap, language gap and the gap in services. Donations received by Garey High School help to fund field trips, student incentives, and special events.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,287	\$47,903
Mid-Range Teacher Salary	\$77,237	\$74,481
Highest Teacher Salary	\$102,380	\$98,269
Average Principal Salary (Elementary)	\$120,190	\$123,495
Average Principal Salary (Middle)	\$120,639	\$129,482
Average Principal Salary (High)	\$136,598	\$142,414
Superintendent Salary	\$281,701	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	10	N/A
Social Science	4	N/A
All courses	29	22.3

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Pomona Unified School District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Strategic Plan, Our Promise of Excellence and is focused on academic achievement.

District teachers and support staff participate in six Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Six District-wide days of professional learning and collaboration for 2018-2019 are concentrated around our focus areas (A.I.R.2) – Academic: Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Social-Emotional: Attendance, Intervention, and Relationships including an emphasis on English Learners, Foster Youth, and Low-income Pupils -- as well as articulation with grade level and department colleagues to enhance instruction and assessment. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. In addition to the district-wide professional development days, sites use their weekly late start Friday sessions, 2 additional hours per month, and 4 additional hours per year (once per semester), to analyze student achievement data in a collegial forum. They then design effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

District and site professional development also includes trainings around 21st Century Teaching and Learning which include the California State Standards and the P21 Framework. Training outcomes are to build the capacity of site and teacher leaders to lead the transition and implementation of the California State Standards. Sessions include themes such as the need for a paradigm shift in teaching and learning, the essential components of the P21 Framework, California State Standards, English Learner standards and framework, equity and culturally responsive instruction, social and emotional learning, and integrating the use of technology to enhance/support instruction and learning. Performance Matters, our professional learning management system is supporting us in paving the way for various formats and structures that allow for increased voice, choice, and time around options for professional learning experiences. Ranging from traditional face-to-face sessions, to the creation of hybrid sessions (face-to-face and online digital modules), to pure online digital modules. We are continuing our implementation of KYTE Learning, an online digital platform that will support just in time technology professional learning and acquisition of technology-based badges. In addition our District is also continuing the partnership with the Center for Quality Teaching (CTQ) to pilot professional learning through the venue of online, just –in-time, micro-credentials.

Through monthly content and grade level specific cohorts, along with other year-long activities, District Teacher Specialist and Teachers on Assignment model, co-teach, coach, conduct peer observations, facilitate trainings, and conduct sessions focused on lesson design and delivery of District focus areas, and other site and District instructional initiatives. Teacher Specialists and site-based teacher mentors, and teaching teacher specialists serve as the District’s teacher support program mentors for Pomona’s Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. PUSD administrators also engage in monthly professional learning with embedded Professional Learning Community opportunities to grow and learn collaboratively with peers. Administrators in need of clearing their credential have the opportunity to do so by participating in PUSD’s Administrative Clear (Tier II) Credential Program (PACCP). Participating principals work with a coach and engage in reflective thinking, coaching, and attend monthly training sessions.

Various departments within Educational Services also provide and receive workshops on relevant topics in response to District and site-identified needs. These include responsive instruction, budget, technology, personnel, and pupil resources issues, as well as problem-solving and facilitative skills. The Curriculum Instruction and Accountability team include administrators, managers, and other administrative staff and serves as a forum to connect stakeholders to the District’s focus areas (A.I.R.2)-Academic Vocabulary, Informational Text: Reading and Writing, and Rigor, Attendance, Intervention, and Relationships with an emphasis on English Learners, Foster Youth, and Low-income Pupils and 21st Century Teaching and Learning.

Pomona Unified School District continues its commitment to providing quality professional learning opportunities in technology. With the establishment of District technology standards and the use of Haiku (online learning management system), PUSD has provided a critical base for technology training classes. These session topics include Internet use, IO Assessment, Web 2.0 tools and creating and using multimedia as a vehicle to enhance teaching and learning. To meet these goals, Educational Technology (Ed Tech) Teacher Specialists serve as technology/instructional trainers who work in classrooms to provide coaching and support for teachers who use technology-based intervention programs. Teacher Technology Leads (TTLs) serve as a site level technology support and accelerate the implementation of the Technology Master Plan.

Teachers participate in developing curriculum documents in our curriculum management system, EdCaliber/Lessoneer, based on needs identified by the District’s Curriculum Committees. These committees, composed of teacher and administrative representatives, meet in grade level groups, (PreK-8 and 6-Adult) to examine new State publications and reform efforts, discuss curriculum issues and identify needs for new or revised District curriculum documents. Examples of projects include the creation of grade specific standards-based electronic report cards, standards-based curriculum guides, course descriptions aligned to the California State Standards.

Our overall professional development vision is to design and implement a highly coherent, innovative, district-wide professional learning system that is responsive to the differentiated needs of adult learners using a professional development model that honors the adult learners’ voice, choice, time, and professionalism, builds individual and collective efficacy, promotes deep organizational learning and sustainable optimal results that ultimately leads to high student achievement and college and career readiness for all students. The goal of the Educational Services’ Division is to provide professional learning that supports schools in the implementation of effective instructional programs and strategies to ensure “Excellence for every student, in every classroom, every day!”