



ABC Unified School District

School Accountability Report Card
Reported for School Year 2002-2003



Published During 2003-2004

School Information		District Information	
School Name	Whitney (Gretchen) High	District Name	ABC Unified
Principal	Dr.Thomas F. Brock Ms.Patricia S. Hager	Superintendent	Dr. Ronald G. Barnes
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Principal's Message

In accordance with Proposition 98, every school in California is required to issue an Annual School Accountability Report Card. The main objective of the report is to inform the community about conditions and progress being made at Whitney High School. Within the confines of the following pages, you will acquire a better understanding of the unique program we offer at Whitney High School.

Whitney High School's students and staff are pleased again this year to be recognized as the highest ranking public school in California, as well as one of the top ten in the nation, based on the Governor's Academic Performance Index and other criteria. Several new and exciting partnerships and developments have been founded this past year.

The Intel Model Schools Program is operating on the campus and students have improved accessibility to technology. Through the kind donations, we are able to offer our students state of the art technology. Workshops and training sessions have been held for staff members in an effort to improve their use of technology in the classroom thus enhancing the instructional delivery system.

Whitney's Guidance Department has continued to focus on obtaining the most current information on the college admissions process and requirements for admission so each grade level advisor can assist our students in making decisions related to attending the University that best matches their individual talents and aspirations. College presentations are made throughout the year and are always well attended. These presentations enable our students and their families to ask questions and learn more about opportunities available.

We are proud of our students and staff and we consider it a privilege to serve as the Principals of Whitney High School.

Patricia S. Hager
Principal

Dr. Thomas F. Brock
Principal

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02.

School Description and Mission Statement

The culturally and ethnically diverse ABC Unified School District community is located in Southern California, within the boundaries of Los Angeles County. ABC Unified School District educates children in grades preschool through twelve from the communities of Lakewood, Artesia, Cerritos, Hawaiian Gardens, and portions of Norwalk. The District consists of nineteen elementary schools, five middle schools, three comprehensive high schools, a college prep 7-12 school, a continuation high school, preschool programs, infant/children centers, extended-daycare, and an adult school. Known throughout the State of California as a leader in educational planning and innovation, ABC Unified School District received the prestigious Golden Bell Award in 2003 for program excellence by the California School Boards Association. The District has received State and National recognition for its schools, including California Distinguished School and the National Blue Ribbon School awards. The ABC Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing a strong instructional program for all students to ensure excellence in education.

Whitney High School, located in the city of Cerritos, serves 1,025 students in grades seven through twelve on a traditional calendar system. Whitney High School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

The Mission Statement of Whitney High School reflects high expectations and preparation for entry into college upon graduation.

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 District's commitment to alternative education for high achieving students who are selected from throughout the district.

Opportunities for Parental Involvement

Contact Person Name: Patricia Hager **Contact Person Phone Number:** (562)926-5566

Parents and community members are very supportive of the educational program at Whitney High School. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student's needs and comply with District goals.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTSA
- School Site Council
- Volunteering in or out of the classrooms
- English Language Advisory Committee
- Back-To-School Night
- Open House
- 9th Grade Orientation
- Extra Curricular Events
- Whitney Foundation
- Korean Parents Association
- Chinese Parents Association
- Filipino Parents Association
- Boosters Clubs

The School Site Council, consisting of school staff, students, and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Numerous programs and activities are enriched by the generous contributions made by the following organizations to Whitney High School:

- Intel
- Premio Computers
- Digital Connect
- Smart Technology
- L.G Electronics
- DeVry Institute
- Boeing Corporation
- And other community partnerships

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	180
Grade 1	0	Grade 10	161
Grade 2	0	Grade 11	173
Grade 3	0	Grade 12	178
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	168		
Grade 8	165		
Ungraded Elementary	0	Total Enrollment	1025

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	16	1.6	Hispanic or Latino	64	6.2
American Indian or Alaska Native	1	0.1	Pacific Islander	5	0.5
Asian	762	74.3	White (Not Hispanic)	90	8.8
Filipino	87	8.5	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update November 2003 **Date Last Discussed with Staff** November 2003

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
- Policies related to suspension and expulsion
- 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

The school evaluates the plan annually and updates the plan as needed with the approval of the School Site Council. The plan was last updated in November 2003 and is reviewed by the staff at the beginning of each school year. An updated copy is available to the public in the school office.

Our school is a closed campus. During school hours the school’s entrance is secured to ensure visitors check in with the office. All visitors are required to sign-in and wear visitor’s 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 STAR testing, during lunch, breaks, and before and after school. Supervisors and teachers monitor both students and the campus as a whole.

School Programs and Practices that Promote a Positive Learning Environment

Students at Whitney High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Whitney’s school discipline plan is to create an atmosphere that is safe, pleasant and orderly so students will enjoy school. The program provides students with opportunities to learn self-discipline. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and individual student handbooks.

Students are encouraged to participate in the school’s additional enrichment activities that are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems, Enrichment activities include:

- Ethnic Clubs and Activities
- ASB
- After School Tutoring
- CSF (California Scholastic Federation)
- City Sponsored Events
- MUN (Model United Nations)
- Peer Mentoring
- Motivational Speakers
- Multicultural Forums and Speakers
- Advisement Schedule
- Big Brothers/Big Sister
- Valedictorian
- Awards Assemblies
- Principals Honor Roll
- Salutatorian
- Talent Show
- Whitney Foundation Scholarship

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school’s total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	16	1.6	Hispanic or Latino	64	6.2
American Indian or Alaska Native	1	0.1	Pacific Islander	5	0.5
Asian	762	74.3	White (Not Hispanic)	90	8.8
Filipino	87	8.5	Multiple or No Response	0	0.0

School Facilities

Whitney High School provides a safe, clean environment for students, staff, and volunteers. School facilities are completely modernized and include library, computer lab, outdoor eating areas, playground areas, and 42 classrooms providing adequate space for students and staff. Classrooms have new electrical drops, computer access to the internet, new carpet, lighting, and paint. New asphalt on all playgrounds and parking lots has been completed.

A team of six custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Removal of any graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. A scheduled maintenance program is administered by the ABC Unified School District to ensure all classrooms and facilities are well-maintained and provide a suitable learning environment.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	95	97	98	39	42	45	30	32	35
Mathematics		90	94		46	49		31	35
Science		85	89		50	41		30	27
History/Social Science		92	95		39	37		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts			98	96	96		100
Mathematics			95	93	84		94
Science			89	86	81		89
History/Social Science			95	95	89		97

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	98	98		95	98	96	98	
Mathematics	95	94		90	94	92	94	
Science	92	86		92	89	93	89	
History/Social Science	97	93		90	95	100	95	

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	97	98	99	51	54	49	44	45	43
Mathematics	99	100	100	63	66	59	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			99	96	98		98
Mathematics			100	99	98		100

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	98	99		98	99	100	99	
Mathematics	100	100		98	100	100	100	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				21.2	22.5	20.1	23.8	25.2	22.3
7	80.1	88.4	69.0	44.6	48.7	40.9	27.8	29.6	26.0
9	75.4	77.2	73.4	25.4	22.7	27.8	24.8	23.3	26.2

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	969	956	959	API Growth Score	968	964	968
Growth Target	#	A	A	Actual Growth	-1	8	9
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	10				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	977	964	966	API Growth Score	977	969	971
Growth Target	#	A	A	Actual Growth	0	5	5
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	3	3	4
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.1	0.1	0.1
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	Yes	Yes				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	N/A	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	687	694	693	7252	7173	7210	1703492	1735576	1772417
Number of Dropouts				96	102	98	47282	47899	48454
Dropout Rate (1-year)				1.3	1.4	1.4	2.8	2.8	2.7
Graduation Rate	100.0	100.0	100.0	93.7	92.6	93.4	85.9	86.7	86.9

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.36	16	5	12	22.00	15	7	6	27.90	11	5	14
Mathematics	31.48		13	14	28.82	5	15	13	30.88	4	9	19
Science	28.79	9	10	14	25.31	15	12	8	28.70	11	9	13
Social Science	30.81	2	9	15	30.39	2	12	14	29.63	6	7	11

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	42	44	45
Teachers with Full Credential (full credential and teaching in subject area)	40	41	42
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	3	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1		

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

Professional Qualifications of Teachers

ABC Unified recruits and employs the most qualified credentialed teachers. The majority of teachers at Whitney High School hold multiple credentials. Many teachers supplement their credential with CLAD certification and/or special education certification. Cross-cultural, Language and Academic Development (CLAD) certification authorizes teachers to provide instructional services to English Learners.

The ABC Unified School District is proud to sponsor a district job fair every spring, where both potential candidates and district administration are presented with opportunities to enhance the educational climate through collaboration. The district also benefits from internships with local colleges such as Cal State Long Beach, Fullerton, Dominguez Hills, and Los Angeles. ABC Unified is an Equal Opportunity Employer and advertises employment on the Internet and in local newspapers; a full-service 24-hour job hotline is also available for interested applicants.

Teacher Evaluations

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the new California Standards for the Teaching Profession. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. At the elementary level, the principal is the main administrator qualified for this task. At the high school level, the principal, assistant principal, or qualified guidance administrators perform evaluations. Evaluation criteria include:

- Engaging and supporting all students in learning
- Understanding and organizing subject matter for student learning
- Assessing student learning
- Creating and maintaining effective environments for student learning
- Planning instruction and designing learning experiences for all students
- Developing as a Professional Educator

Substitute Teachers

ABC Unified School District has implemented strict procedures for contracting substitutes in order to better ensure the safety of students. As a result of this extensive approval process, the pool of qualified, available substitutes fluctuates throughout the school year. Throughout the year the Human Resources Department continues to interview potential candidates to keep the pool at a level that is conducive to educational consistency. Candidates must possess a BA, a passing score on the CBEST, (California Basic Educational Skills Test), and a 30-day Emergency Credential in order to be considered for employment.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	3
Librarian	
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	341.67

VII. Curriculum and Instruction

School Instruction and Leadership

ABC Unified School District's emphasis is on a well balanced and rigorous curriculum at all grade levels. Instructional programs are aligned with State and District standards. It is the goal of the district that all students are provided the support they need in order to experience success through teacher training, monitoring of student achievement, and modification of instruction.

The curriculum at ABC Unified School District revolves around the California State Content Standards and Frameworks. Teachers align curriculum to ensure that all students either meet or exceed State proficiency levels. The writing and implementation of curriculum is an ongoing process. The District's curriculum guides are updated regularly to align with the State standards, District goals, and the Statewide assessment program.

Curriculum appraisal requires participation of the administration at various levels and ranks throughout the District. The Assistant Superintendent of Academic Services oversees, evaluates, and monitors the curriculum at the District level; the Curriculum Advisory Council meets quarterly. The Board Advisory Committee keeps the Board of Trustees informed of instruction-related issues. Curriculum committees comprised of school representatives in each core area, meet regularly to discuss areas of improvement and collaborate on implementing changes. Administrative representatives serve as liaisons between the District and the school.

The majority of curricular improvements are based on assessments and evaluations. As a whole, the District takes a "multiple measures" approach to curriculum enhancement. STAR (Standardized Testing and Reporting) and District assessment results are evaluated for specific areas where improvements should be targeted. In addition, report card grades, benchmark scores, and grade point averages are factored into the evaluation process as well. In order to accurately assess the quality of the educational program, student progress and proficiency levels must be gauged and monitored consistently.

ABC Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades three through twelve who have been recognized as capable of attaining high-levels of achievement by their teachers and identified through State and local testing. Students in the GATE program receive specialized instruction in the classroom by GATE-certified teachers. Whitney High School provides enrichment activities during the day for GATE students. Teachers meet regularly with parents to discuss planned activities and student progress.

For students whose primary language is not English and who have limited English proficiency, Whitney High School offers support to better prepare them to meet the State's academic content and performance standards. Students are identified as English Language Learners through the California English Language Development Test (CELDT). Whitney High School provides daily instruction in English Language Development, and students are clustered to receive instruction in core subject areas at all levels appropriate to their mastery of English.

The District's Special Education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. Services are provided to students from kindergarten through twelfth grade. The District provides a full continuum of services for students that meet the State eligibility criteria for special education. Two districts (ABC Unified School District and Norwalk-LaMirada District) comprise a SELPA (Special Education Local Plan Area) that ensures that the continuum of appropriate programs and services are made available to the special education population. Through monitoring of student achievement and modification of instruction, Whitney High School is able to offer programs to meet the individual needs of all students.

Leadership at Whitney High School is a responsibility shared between District administration, the principal, instructional staff, students, and parents. The school's Leadership Team consisting of the principal and grade level representative teachers meet twice a month to review all aspects of school operations and curriculum.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student's needs and comply with District goals

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and sharing their experiences and knowledge with colleagues. The district offers flex hours to be used by teachers to participate in professional development activities.

Teachers work with the principal to determine the staff development needs at the school. Staff members work together to assess the school's needs and take direction from the District and State requirements when developing a training program for the school year. More than half of the staff participate in "flex hours," individualized staff development opportunities financed by the State of California.

ABC Unified School District's first and second year teachers participate in the Peer Assistance Support System (PASS), which is funded through the district, or the Beginning Teachers Support and Assessment Program (BTSA), a state sponsored program.

Our teachers have served as scorers for Advanced Placement Exams, attend A.P. conferences, writing and curriculum workshops. Teachers attend a wide variety of college admission symposiums and conferences relating to college admissions.

Our faculty present at workshops and give presentations on technology, education and leadership. These presentations are both local and National. Whitney teachers serve on WASC accreditation teams and have examined schools in California and Texas.

Quality and Currency of Textbooks and Other Instructional Materials

ABC Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program and provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. ABC Unified School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a seven-year cycle. A textbook adoption committee consisting of administrators, parents, and teachers establishes selection criteria based on State standards, reviews instructional materials on the State list, and makes recommendations to the Board of Education for adoption. Sample materials are sent to every school for review before a decision is made.

The school’s library is stocked with thousands of books that are available for students to check out. Students visit the library weekly. A full-time library technician provides instruction on research techniques and library usage.

Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in the school’s computer lab, which contains 32 computers. School-wide there are 345 computers available for student use. This averages 3.0 students per computer. All classrooms are wired for internet access.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7	71,920	54,000
8	71,920	54,000
9	71,920	64,800
10	71,920	64,800
11	71,920	64,800
12	71,920	64,800

Total Number of Minimum Days

Whitney High School uses a technique of “Banking Minutes” to allow for shortened and modified days. This technique allows the school to create time to be used for various activities including staff training opportunities.

Whitney High School offers 180 days of instruction comprised of 100 regular days and 80 minimum and/or modified days. Minimum and modified days are integrated into the Whitney High School calendar to allow for enhanced staff development activities, finals, testing, and assemblies/rallies.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	8	249
Foreign Language	2	3	80
Mathematics			
Science	2	2	48
Social Science	4	12	366

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
5791	4486	77.5

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
166	147	88.6

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	165	169	178	1755	1820	1795	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	101.21	100.00	103.90	50.71	45.82	48.58	36.66	37.26	36.63
Average Verbal Score	654	643	655	524	518	530	492	490	494
Average Math Score	689	684	689	586	585	596	516	516	518

College Admission Test Preparation Course Program

Whitney High School does not currently offer classes specifically designed to prepare for the SAT or ACT test. Students interested in such prep classes are directed to outside sources.

Degree to Which Students are Prepared to Enter Workforce

Students enrolled at Whitney High School are expected to enter a four-year college or university. One hundred percent of Whitney students do so. The college/career center along with the grade level advisor, assists students in selecting their best match university with their potential career choice.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38861	35980
Mid-Range Teacher Salary	58694	57139
Highest Teacher Salary	82672	73953
Average Principal Salary (Elementary)	96177	100810
Average Principal Salary (Middle)	97239	
Average Principal Salary (High)	109586	
Superintendent Salary	181783	171096
Percent of Budget for Teacher Salaries	45.69	43.28
Percent of Budget for Administrative Salaries	4.56	5.20

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$145886590	\$6602	\$6770	\$6719

Types of Services Funded

For the 2002-03 school year, the ABC Unified School District spent an average of \$6602 to educate each student (based on 2001-02 audited financial statements). The figures shown in the table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to the General Fund allocated to the site, the ABC Unified School District received State and Federal aid for the following categorical programs:

- Special Education
- Gifted and Talented Education (GATE)
- Economic Impact Aid- Limited English Proficient (EIA-LEP)
- Economic Impact Aid-State Compensatory Education (EIA-SCE)
- Instructional Materials
- Educational Technology
- School Improvement Program (SI)
- Regional Occupational Program (ROP)
- Drug/Alcohol/Tobacco Education Funds
- Carl Perkins
- Title I
- Title II
- Title III
- Title VI
- ELAP
- Migrant Education
- CBET (Community Based Tutoring)