



Richard Gahr High School
Gina Zietlow, Principal
 11111 Artesia Blvd., Cerritos, CA 90703
 (562) 926-5566



ABC Unified School District

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A Message from the Principal

Gahr High School, a California Distinguished School, has clearly established as the focus of our educational programs that "All Students Can and Will Learn"

We are proud to have created an educational setting of academic excellence based on high expectations and challenging academic programs.

The Gahr staff is committed to providing a personalized education to meet the goals and interests of all of our students. Emphasis is placed on a rigorous and challenging college preparatory curriculum. With 22 Advanced Placement and 18 Honors classes, students are well prepared to enter post-secondary institutions or pursue career opportunities of their choice. Our stimulating learning environment and positive school climate and culture have resulted in outstanding achievement as indicated by our standardized test scores and the highly successful pass rate of our students on the California High School Exit Exam.

In addition, Gahr offers numerous support programs to ensure that students experience positive social and emotional development. The rich tapestry of an ethnically and culturally diverse student population serves to also prepare students for integration into the global society as world citizens.

A comprehensive staff development plan has been implemented to enable staff members to enhance their professional practice. "Best instructional practices" are observable in every classroom, with teachers integrating technology and other resources into their curriculum to meet the needs of each and every student.

Through several partnerships that exist with local post-secondary institutions, businesses, and community organizations our staff and students continue to enrich their learning experiences beyond the classroom.

Gahr High School equips students with the skills necessary for a rewarding high school experience and offers opportunities for them to pursue post-secondary educational and career goals. Our state-of-the-art College and Career Center assists students in developing electronic college and career portfolios to assist.

students in selecting post-secondary experiences that are a match for the individual skills, abilities and interests they possess. Our belief that all students "Can and Will Learn" is demonstrated in virtually every aspect of our programs as we continue our tradition of setting high expectations and demonstrating excellence.

Sincerely,
 Mrs. Gina Zietlow
 Principal

District Description

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 preparatory 7-12 school, a continuation high school, preschool programs, infant/children centers, extended day care, 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 and 2005 for program excellence by the California School Boards Association. The District has received State and National recognition for its schools, including California Distinguished School, Title 1 Achieving School, National Blue Ribbon, and Magnet School of Distinction awards. The ABC Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing strong instructional programs for all students to ensure excellence in education.

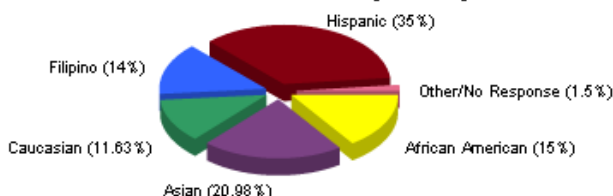
School Description and Mission Statement

Gahr High School, located in the city of Cerritos, serves 1,900 students in grades nine through twelve on a traditional calendar system. Gahr High School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. Gahr's staff celebrates the cultural diversity of the community it serves by creating a learning environment that embraces students of all cultures and of varying abilities. The school is a safe campus where linguistic and cultural variety is valued. With more than 30 languages spoken, there is a sense of belonging for all students and this creates a sense of pride that permeates the school community and welcomes the involvement and creativity of all. When walking through Gahr's campus and witnessing the camaraderie among the students and staff, one can recognize that the school community respects diversity.

Mission Statement

Gahr High School's staff believes that ALL STUDENTS CAN AND WILL LEARN. We strive to develop our school into an institution that adheres to the highest academic, athletic, moral, and social standards. The school staff is committed to making a positive impact on the lives of students and fellow staff members. Gahr High School is a motivated, healthy, successful, safe, and effective environment for students. It is in this context that Gahr High School offers rigorous and challenging programs for every student.

% of Student Enrollment by Ethnicity



Opportunities for Parent Involvement

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

- * Parent Teacher Student Association (PTSA)
- * School Site Council (SSC)
- * Focus on Learning (FOL) Accreditation Committees
- * Arts Technology Academy (ATA) Advisory Committee
- * Korean Parents' Association
- * Student Study Teams (SST)
- * English Language Advisory Committee (ELAC)
- * Back-To-School-Night
- * Open House/ 8th Grade Orientation
- * SB813 Counseling Sessions
- * AB 1802 Counseling Sessions
- * Extra-curricular Activities
- * Booster Organizations

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

- * City of Cerritos
- * City of Cerritos Library
- * Cerritos Center for the Performing Arts
- * Cerritos Community College
- * California State University, Long Beach
- * Platt College
- * Southeast Regional Occupational Program (ROP)

For additional information about organized opportunities for parent involvement at Gahr High, please contact Gina Zietlow at (562) 926-5566 extension 22001.

Contact Information

For additional information about organized opportunities for parent involvement at Richard Gahr High School, please contact Principal Gina Zietlow at (562) 926-5566.

Average Class Size and Distribution

The "Class Size Distribution" table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class Size Distribution												
	Average Class Size			Number of Classrooms								
				1-20			21-32			33+		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English	25.6	24.9	25	36	37	35	29	32	30	18	14	17
Mathematics	26.6	26.5	26	27	30	34	22	18	15	20	24	23
Science	32.1	33.5	32	6		3	7	12	14	32	32	29
Social Science	32.3	33.2	32	2	2	3	20	11	14	28	36	33

School Safety Plan

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

The plan includes:

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

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

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

Date of Last Review/Update: May 2008
Date Last Reviewed with Staff: May 2008

School Climate

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Suspensions and Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspension(s)	6.8	6.8	10.2	6.3	8.3	9.6
Expulsion(s)	0.3	0	0	0.1	0	0

School Facilities

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

School Facility Good Repair Status

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mechanical Systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Windows/Doors/Gates (interior/exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior Surfaces (walls, floors, & ceilings)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hazardous Materials (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural Damage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fire Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical (interior/exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pest/Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Drinking Fountains (inside/outside)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Playground/School Grounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Cleanliness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Condition			
Exemplary	Good	Fair	Poor
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers

ABC Unified School District recruits and employs highly qualified credentialed teachers. This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credentials				
	04-05	05-06	06-07	District
With Full Credential	77	79	80	946
Without Full Credential	5	2	0	11
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	04-05	05-06	06-07
Misassignment of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	9
Vacant Teacher Positions	0	0	0

Professional Development

Richard Gahr High School teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. At Richard Gahr High School, school-wide training focus areas include technology, differentiation, and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development funds to school sites for professional development activities. Professional Learning Communities and Secondary Literacy are examples of district wide professional development.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	97.8%	2.2%
All Schools in District	97%	3%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	97.5%	2.5%

Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	276
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	2	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.3	N/A
Other	0	N/A

Curriculum and Instructional Materials

At ABC Unified School District, all students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,367	\$468	\$4,900	\$67,212
District	---	---	\$5,433	\$65,332
Percent Difference – School Site and District	---	---	-11%	3%
State	---	---	\$4,943	\$60,032
Percent Difference – School Site and State	---	---	-1%	11%

Types of Services Funded

The total district budget for 2006-2007 was \$171,722,161. The district spent \$5,619.66 per student.

64.82 cents of every dollar went to teacher salaries and 12.25 cents was spent for administration.

The remainder (22.93 cents) was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance as well as the board of education, and district departments).

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,861	\$38,937
Mid-Range Teacher Salary	\$62,040	\$61,080
Highest Teacher Salary	\$84,246	\$76,443
Average Principal Salary (Elementary)	\$102,953	\$99,694
Average Principal Salary (Middle)	\$106,322	\$103,687
Average Principal Salary (High)	\$120,254	\$112,983
Superintendent Salary	\$173,010	\$195,054
Percent of Budget for Teacher Salaries	44.7%	40.1%
Percent of Budget for Administrative Salaries	5.2%	5.4%

California Standards Test (CST)

California Standards Tests (CSTs) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the State. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov>

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	37	41	45	50	51	52	40	42	43
Mathematics	33	33	36	52	52	54	38	40	40
Science	42	42	37	44	46	48	27	35	38
History-Social Science	37	38	39	44	44	44	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	31	18	25
American Indian or Alaska Native	*	*		
Asian	56	53	61	51
Filipino	54	37	46	44
Hispanic or Latino	36	27	25	30
Pacific Islander	15	*	*	*
White (not Hispanic)	53	32	45	51
Male	42	38	44	45
Female	48	34	30	32
Economically Disadvantaged	32	28	25	28
English Learners	8	27	4	7
Students with Disabilities	5	9	5	7
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	49.6	58.4	49.0	56.6	60.3	51.1	54.8	60.4	48.6
Mathematics	54.7	61.1	45.2	61.5	64.7	46.8	61.1	67.7	49.9

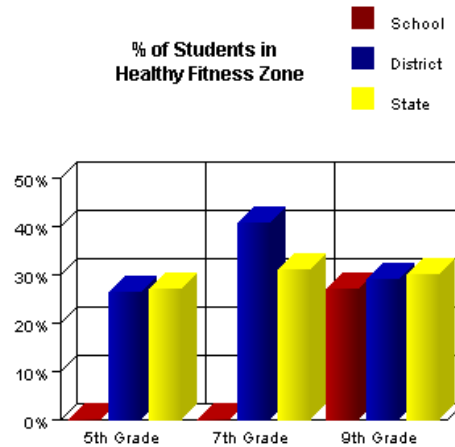
CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	45.2	30	24.7	38.9	30.9	30.1
Male	49.2	26.7	24.2	36.5	29.9	33.6
Female	41.2	33.5	25.3	41.5	32.1	26.5
African American	58.3	31.7	10	51.7	35	13.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	26.2	30.1	43.7	9.7	21.4	68.9
Filipino	32.3	38.7	29	27.4	38.7	33.9
Hispanic or Latino	56.8	28.4	14.8	58.4	29.7	11.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	42.9	23.8	33.3	27	39.7	33.3
English Learners	70.8	24.5	4.7	55.7	29.2	15.1
Socioeconomically Disadvantaged	60.6	28.3	11	55.1	29.1	15.7
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	85.7	11.9	2.4	81	16.7	2.4

Physical Fitness Testing

In the spring of each year, California schools are required to administer a physical fitness test to all students in the fifth, seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).



Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API Rank		
	2004-05	2005-06	2006-07
Statewide	5	5	6
Similar Schools	2	2	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	15	35	24	745
African American	14	36	4	693
American Indian or Alaska Native				
Asian	-2	47	16	811
Filipino	35	18	-5	787
Hispanic or Latino	19	37	33	695
Pacific Islander				
White (not Hispanic)	16	57	43	788
Socioeconomically Disadvantaged	14	54	24	683
English Learners	N/A			652
Students with Disabilities	N/A	71	15	479

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	16.7

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4 of elementary and middle school students must be proficient in English and 26.5 must be proficient in Math.
- Each school and subgroup must perform to a proficiency level; 22.3 of high school students must be proficient in English and 20.9 must be proficient in Math.
- At least 95 of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Dropout Rate (1-year)	0.2	0.4	0.2	1	2	1	3	3	4
Graduation Rate	98.9	98.5	98.5	94	93	96	85	85	83

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	931
Percent of pupils completing a CTE program and earning a high school diploma	85.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	68.8
Percent of Graduates Who Completed All Courses	24.3

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	4	N/A
All courses	12	4