



Gladstone High School

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Azusa Unified School District

Scott Magnusson, Principal

2009-2010 School Accountability Report Card



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Principal's Message

At Gladstone High School, we want students to know that their future is important. Our goal is to help them become academic achievers, effective communicators, and strong citizens. We emphasize academic success, taking challenging classes, being appropriately dressed for school, and being on time.

We believe that our students are capable of entering a four-year college as long as we provide them with the right tools. We have 11 Advanced Placement (AP) and honor courses, and we require all students to complete Biology and Algebra. Daily tutorial sessions provide students with extra help.

The entire staff is committed to providing our students with a comprehensive education that will prepare them for college or the world of work. Here at Gladstone High School our motto is that we're "Building a College-Going Culture."

Community & School Profile

Azusa Unified School District is mainly located in the city of Azusa, an attractive community in the Los Angeles-Long Beach metro area. Known as the "Canyon City", Azusa is nestled at the foot of the magnificent San Gabriel Mountains. The district includes eleven elementary schools, three middle schools, three high schools, and one adult school. The Azusa Unified School District educates 10,739 kindergarten through twelfth grade students and is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Gladstone High School is part of the Azusa Unified School District located in the city of Covina. During the 2009-10 school year, 1,494 students were enrolled in grades nine through twelve. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	1.4%
American Indian	0.4%
Asian	1.0%
Filipino	1.7%
Hispanic or Latino	89.5%
Pacific Islander	0.1%
White	5.7%
Two Or More	0.3%
None Reported	-

Discipline & Climate for Learning

Students at Gladstone High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school; warm, friendly classroom environment; and demonstrates that good discipline is a solid foundation on which to build an effective school. Gladstone High School provides an environment that is conducive to learning. The school's discipline program provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Gladstone High School has a schoolwide policy on tardiness and is very assertive in getting students to class. As a result, tardiness has dropped significantly at the school. The school also issues a schoolwide discipline contract that must be signed by students and parents.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student planners. Teachers send progress reports home to keep parents informed of their child's progress.

All rules are fairly and consistently administered. Students who are regularly disruptive and who commit certain violations are subject to suspension and/or expulsion. The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	119	168	140	899	1040	944
Suspension Rate	7.4%	10.3%	9.2%	8.2%	9.5%	8.9%
Expulsions	0	13	9	4	43	42
Expulsion Rate	0.0%	0.8%	0.6%	0.0%	0.4%	0.4%

Extracurricular & Enrichment Activities

To build self-esteem, promote achievement, and aid in the prevention of behavioral problems, students are encouraged to participate in the school's additional academic and extracurricular activities. Extracurricular and enrichment activities include:

- Baseball
- Tennis
- Wrestling
- Band
- Pep Squad
- Football
- Soccer
- Track
- Volleyball
- Drama
- Basketball
- Cross Country
- Softball
- Choir
- Swimming

Student Recognition

Positive reinforcements are issued frequently to reward students for good citizenship and achievement. These include Honors by Triad, Lunch Fast Pass, Student-of-the-Month, and Awards Assemblies.

Class Size

Gladstone High School maintained a school-wide average class size of 29.1 students and a pupil to teacher ratio of 26.4:1 for the 2009-10 school year. The chart shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10	08	09	10
English	26	26	23	30	31	-	15	14	72	24	24	-
Mathematics	26	27	24	23	20	64	14	11	-	17	19	-
Science	33	33	29	2	4	-	5	3	40	27	27	-
Social Science	35	33	29	2	3	-	3	9	37	29	24	-

School Enrollment & Attendance

Regular attendance at Gladstone High School is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles, and to communicate the negative impact tardiness and excessive absences can have on their child's education.

The enrollment trend for the past three years is illustrated in the chart.

	Enrollment Trend by Grade Level		
	2007-08	2008-09	2009-10
9th	452	428	431
10th	435	465	404
11th	433	420	358
12th	296	322	324

Classroom teachers and the principal give special recognition to students with exemplary attendance. Qualifying students are rewarded with Perfect Attendance Awards. Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Azusa Unified School District's School Attendance Review Board (SARB) are used to promote student attendance.

School Leadership

Leadership at Gladstone High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. For the past ten years, primary leadership duties have been assumed by Principal Scott Magnusson. Mr. Magnusson has 31 years of experience in education in the following positions: classroom teacher, coach, program specialist, assistant principal and principal.

Coordinating with the principal is the Leadership Team, which meets monthly to focus on instructional issues. Teachers meet as Grade-Level Teams to align instruction to state standards.

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 students' needs and comply with district goals. These committees include English Learners Advisory Committee (ELAC), School Site Council, Monthly Parent Forum, Curriculum Council, and Staff Development Committee.

School Facilities & Safety

Gladstone High School provides a safe, clean environment for students, staff, and volunteers. Built in 1963, with modernizations made in 2005, the school sits on 39.4 acres. Facilities include a multipurpose room, library, cafeteria, 53 permanent classrooms, 15 portable classrooms, a recreation area, four computer labs, a gymnasium, tennis court, two baseball diamonds, and a football and track field. Facility information is current as of September 2009. The facility strongly supports teaching and learning through its ample classroom and recreation space, and a staff resource room.

The safety of students and staff is Gladstone High School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure. Teachers and administrators are on duty during passing periods. Two full-time and part-time campus aides supervise students during lunch, and before-and-after school to ensure the safety of all students. Teachers, staff, and administrators are trained and practice lock down procedures that, in an emergency, can secure the entire campus.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

The Safe School Committee evaluates the plan annually and updates the plan as needed.

Maintenance & Repair

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication 100% of the restrooms were fully functional.

Cleaning Process

During the day and in the evenings, six custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

Deferred Maintenance Budget

Azusa Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the 2010-11 school year, Azusa Unified School District budgeted \$456,510 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. During the 2010-11 school year, the district's governing board designated that these funds may be used for replacement of carpet, air conditioning units and asphalt along with painting and concrete work.

The chart shows the results of the most recent school facilities inspection as of February 2010. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected.

School Facility Conditions				
Date of Last Inspection: 02/04/2010				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		Room C16 - Items stored on high cabinets. Gym - Peeling paint on ceiling. Room D6 - Stained ceiling tiles. Room D1 - Wall damage, holes. Girls Locker Room - Peeling paint in restroom. Room B21 - Stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Room C11, C13, C15 - Items stored on high cabinets. Room Room B21 - Items stored on high cabinets. Room B26 - Items stored on high cabinets. Boys Restroom B Section - Graffiti. Room B13 - Items stored on high cabinets. Room B15 - Items, boxes stored on high cabinets.
Electrical		X		Boys Locker Room - A few lights out. Room D9 - Three light fixtures not working. Room D6 - A few bulbs out. Girls Locker Room - A few lights out. Room B32 - Missing light cover. Room B17 - Outlets covered with wall covering (back wall).
Restrooms/ Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Staff Lounge - Extinguisher has expired tag. Room B29 - Plug-in air freshener. Room B30 - Emergency exit window blocked. Room B32 - Plug-in air freshener.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Parent & Community Involvement

Parents and community members are very supportive of the educational program at Gladstone High School. Parents and the community participate in ELAC, School Site Council, Monthly Parent Forum, Back-to-School Night, and Parent-Teacher Conference Nights.

Gladstone High School enjoys many partnerships in the community and generous donations. These partnerships include Azusa Pacific University, fire and police departments and police, Walmart, Target, and Foothill Federal Credit Union.

Counseling & Other Support Services

It is the goal of Gladstone High School to assist students in their social, personal, and academic development. Special attention is given to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The district provides quality professional support services for all students.

The chart displays resources that are available to all students at Gladstone High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.6
Counselor	4	3.5
Health Aide	1	0.4
Librarian Technician	1	1.0
Library Clerk	1	0.5
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	6	3.0
School Resource Officer	1	1.0
SDC Aide	6	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	0.2

Gladstone High School offers assistance and specialized instruction to students with specific needs. Research-based programs help to provide targeted assistance to students with limited English proficiency, and students falling below grade level. Students are identified as English Learners through the California English Language Development Test (CELDT). English Learners are assigned to classrooms with appropriately credentialed teachers and receive small group instruction with bilingual assistants. Specially Designed Academic Instruction in English (SDAIE) classes are offered to students at Gladstone High School, and students participate in English Language Development (ELD). The district uses benchmark assessments every five to six weeks to monitor students' progress.

Azusa Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs such as Reading Development and High School Exit Exam Preparation to ensure the success of every student.

The Azusa Unified School District participates in the East San Gabriel Valley Special Education Local Plan Area (SELPA), consisting of numerous special education programs, many of which are specifically developed for the visually impaired. Gladstone High School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. Students receive regular classroom instruction supplemented with in-class support from six instructional aides. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individualized Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a resource specialist, and after-school tutoring.

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2010-11)	-	Year 2
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	44.44%

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science for the most recent three-year period, is shown in the chart. Course specific tests are not shown, please see <http://star.cde.ca.gov> for these test results.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	31	29	37	31	35	38	46	50	52
Mathematics	6	9	9	28	31	34	43	46	48
Science	28	40	41	30	35	42	46	50	54
History/Social Science	20	24	32	21	23	32	36	41	44

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Gladstone High School is required by the state to administer a physical fitness test to all students in 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 that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2009-10 school year 45.9% of ninth grade students met the HFZ.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	38	34	42	32
School	37	9	41	32
African American	50	17	*	33
Asian	93	29	*	*
Filipino	57	13	64	56
Hispanic or Latino	35	8	39	31
White	41	7	55	44
Males	31	10	40	35
Females	42	8	42	30
Socioeconomically Disadvantaged	32	9	34	28
English Learners	4	2	8	6
Students with Disabilities	3	9	3	2
Migrant Education	23	10	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	2	2	3
Similar Schools Rank	1	2	3
All Students			
Actual API Change	28	18	23
Hispanic or Latino			
Actual API Change	28	15	25
Socioeconomically Disadvantaged			
Actual API Change	27	12	22
English Learners			
Actual API Change	36	-	14

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank is consistent with the 2007 school year.)

Growth API			
	School	District	State
All Students	676	713	767
Hispanic or Latino	669	706	715
Socioeconomically Disadvantaged	657	699	712
English Learners	606	666	691

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	No	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Instructional Materials

Azusa Unified School District held a public hearing on October 20, 2009, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and are selected from the state's most recent list of adopted materials. Azusa Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle. The chart displays data collected in September 2010 in regards to the textbooks in use at Azusa's high schools.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English Language Development	Hampton Brown	2004	Yes	0.0%
9th-12th	English/ Language Arts	Holt	2003	Yes	0.0%
9th-12th	Foreign Language	Glencoe/ McGraw Hill	2003	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2003	Yes	0.0%
9th-12th	Foreign Language	Pearson/ Prentice Hall	2003	Yes	0.0%
9th	Health	Glencoe/ McGraw Hill	2005	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2006	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2006	Yes	0.0%
9th-12th	Mathematics	Glencoe	2002	Yes	0.0%
9th-12th	Mathematics	Holt	2008	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2008	Yes	0.0%
9th-12th	Science	McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Prentice Hall	2008	Yes	0.0%
9th-12th	Science	Prentice Hall	2003	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/19642791933449Textbooks_1.pdf

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Library & Computer Resources

The school library provides a variety of resources for student and classroom use. The library houses thousands of volumes available for student checkout, as well as video tapes, audiotapes, projectors, and other materials for classroom use. A full-time library technician and library clerk assist students in the library. Students visit the library during class, at lunch, and before-and-after school.

At Gladstone High School, each classroom is equipped with a TV/VCR and a minimum of one computer connected to the Internet. Students receive computer instruction weekly. The school also consists of four computer labs containing 128 Internet-accessed computers for student use. Two of the four computer labs are specially equipped for business classes, while the other two labs provide career-related software. Teachers monitor student progress in achieving the technology skills recommended by State Standards. The school continues to empower students to utilize technology as a tool to enhance and extend learning.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Los Angeles County Public Libraries, which contain numerous computer workstations. For more information of hours and locations, please visit <http://www.colapublib.org/lib/index.html>.

Curriculum Development

All curriculum development at Azusa Unified School District revolves around the California State Content Standards and Frameworks. The Curriculum Council oversees curriculum along with the Educational Services and Student Information Department. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

The improvement of Gladstone High School's curriculum is an ongoing process. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations.

Dropout & Graduation Rates

In order to reduce the rate of student dropouts, Gladstone High School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Gladstone High School and Azusa Unified School District offer the following dropout interventions: Independent Study, Continuation High School, and Home Instruction. The table illustrates the graduation and dropout rates for the past three years.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	2.00%	2.00%	1.80%
Graduation Rate	91.00%	93.00%	93.70%

California High School Exit Exam (CAHSEE)

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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	31.9	34.6	52.9	36.8	36.7	52.0	36.0	38.0	54.0
Mathematics	35.2	36.1	51.3	36.7	38.8	53.3	40.0	44.0	53.0

Contact Information

Parents who wish to participate in Gladstone High School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (626) 815-3600.

Data Sources

Data within the SARC was provided by Azusa Unified School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	61.6	17.5	21.5	55.1	33.5	11.5
All Students School	65.0	17.0	19.0	60.0	31.0	9.0
Male	74.0	17.0	9.0	61.0	29.0	10.0
Female	57.0	16.0	27.0	59.0	33.0	8.0
Hispanic or Latino	66.0	17.0	17.0	63.0	30.0	8.0
White	68.0	5.0	26.0	53.0	37.0	11.0
English Learners	85.0	13.0	3.0	74.0	23.0	3.0
Socioeconomically Disadvantaged	70.0	15.0	15.0	65.0	28.0	7.0
Students with Disabilities	100.0	-	-	97.1	2.9	-

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	92.4%	88.6%	*
Socioeconomically Disadvantaged	94.5%	89.7%	*
African American	90.9%	75.0%	*
Filipino	100.0%	90.9%	*
Hispanic or Latino	93.5%	89.2%	*
White	82.1%	80.9%	*
English Learners	87.7%	76.3%	*

* Data was not available at the time of publication.

Workforce Preparation

It is the goal of Gladstone High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to our students to ensure work-readiness skills.

All students receive counseling from school personnel regarding career paths and courses of study. Programs are available that assist students in developing a career path based on individual interests, goals, strengths, and abilities in the Career Center. Gladstone High School offers a variety of career-path related classes.

Vince Jantz is the primary contact for Azusa Unified School District's Career Technical Committee. The Work Experience Education course reinforces to students that the school's curriculum is relevant to career requirements and responsibilities, and allows students to analyze career opportunities and requirements compared to personal expectations. The Regional Occupation Program (ROP), offered through the Los Angeles County Office of Education, provides extended off-campus job training for all eleventh and twelfth grade students in the district.

All courses align with the CTE model curriculum standards and academic standards. Gladstone High School offers the following ROP and Career Technical Education (CTE) courses:

ROP

- Accounting & Advanced Accounting
- Computer Applications
- Emergency Medical Specialist
- Pet/Animal Assistant
- Electronics
- Dental Assistance
- Hospital Occupations
- Advanced Computer Project
- Environmental And Spatial Technology (EAST)
- Business
- Video Production
- Child Care
- Cosmetology
- Teen Living
- Medical Assisting
- Graphic Design
- Law Enforcement/Forensics

Career Technical Education

- Auto (Basic, Occ1-3)
- Foods & Advanced Foods
- Clothing (Beginning, Intermediate, Advanced)
- Drafting (Basic, Occ 1-3)
- Computers and keyboarding

Career Technical Education Participation

The table displays questions and answers about student participation in Gladstone High School's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	806
What percent of the school's pupils complete a CTE program and earn a high school diploma?	6.3
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

UC/CSU Course Completion

Students at Gladstone High are encouraged to take University of California/ California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	83.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	27.0%

* Duplicated Count (one student can be enrolled in several courses).

College Preparation

Gladstone High School offers college-bound students many opportunities to get a head start on their future. The counselors meet individually with freshmen, sophomores, juniors, and seniors annually to evaluate progress and advise about future college and career planning. The counselors also assist students in preparing college applications and scholarship packets.

The Career Center sponsors many activities to assist students in selecting a university or college and preparing to gain admission. The center provides information regarding private and public colleges and universities, scholarships, and financial aid. Students are invited to attend College Night where colleges, universities, and technical trade schools offer information to students and parents. Partnerships with the University of California, Riverside (Early Opportunity Program), and Citrus College allow students to meet with representatives to receive guidance.

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Advanced Placement Classes

Gladstone High School offers ten Advanced Placement courses for students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final Advanced Placement exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes

	# of Courses	Enrollment
Fine and Performing Arts	1	9
Computer Science	0	0
English	2	86
Foreign Language	2	84
Mathematics	2	58
Music	0	0
Science	0	0
Social Science	3	69
Totals	10	306
Percent of Students in AP Courses		19.6%

Advancement Via Individual Determination

The AVID (Advancement Via Individual Determination) program offers many elective courses. Gladstone High School students in the ninth through twelfth grade participate in AVID. The main components of AVID are academic instruction and motivational activities. Students participate in AVID courses during the regular school day. AVID students also receive assistance from teachers and counselors during lunch-time college application preparation sessions.

Teacher Assignment

Azusa Unified School District recruits and employs only the most qualified credentialed teachers. For the 2009-10 school year, Gladstone High School had 62 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	63	62	62	524
Without Full Credentials	4	2	2	11
Working Outside Subject	0	0	0	2

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,650
District	\$67,464
Percentage of Variation	2.69%
School & State	
All Unified School Districts	\$66,478
Percentage of Variation	1.25%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the districts 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, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$45,017	\$41,155
Mid-Range Teachers	\$65,401	\$65,379
Highest Teachers	\$84,385	\$85,049
Elementary School Principals	\$99,740	\$106,453
Middle School Principals	\$100,274	\$111,487
High School Principals	\$117,158	\$121,513
Superintendent	\$171,830	\$194,802
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	40.1%
Administrative Salaries	6.1%	5.2%

Expenditures & Services Funded

Azusa Unified School District spent an average of \$8,399 to educate each student (based on 2008-09 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,907
From Restricted Sources	\$464
From Unrestricted Sources	\$4,443
District	
From Unrestricted Sources	\$4,484
Percentage of Variation between School & District	0.91%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	21.79%

In addition to general state funding, Azusa Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Gifted and Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Staff Development
- Peer Assistance and Review
- ROC/P
- Drug/Alcohol/Tobacco Education
- Vocational and Applied Technology Education Act
- Educational Technology Assistance Grants
- Special Education
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Class Size Reduction
- ESEA

Staff Development

The district has annually offered three professional development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.