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Gabrielino High School

Pride, Tradition, & Honor

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San Gabriel Unified School District

2007-2008 School Accountability Report Card

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Members

www.sgusd.k12.ca.us

School Mission & Theme

A Commitment to Constant And Never-ending Improvement (CANI)

2007-2008 School Theme: "Got 2 Soar"



Principal's Message

As principal of Gabrielino High School, I'd like to welcome you to the 2007-2008 Annual School Accountability Report Card and thank you for taking time to explore it. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality educational program we offer.

Throughout this year, I have continued to be extremely proud of Gabrielino High School, its staff, students, parents, and community. With our school theme of "Got 2 Soar," we have stayed the course of continuous improvement. Building on our 2001 California Distinguished School success, we received the school's second straight six-year clear accreditation which was a strong affirmation of the quality of Gabrielino's overall program.

Our staff also has continued to work diligently to further align our curriculum to the State Content Standards, as well as integrating the California High School Exit Exam concepts and our Expected School-wide Learning Results (ESLRs) into the classroom instruction. Additional support and interventions for struggling students remain an ongoing focus of staff and administration alike. In addition to the 2-period block for English Learners and our Special Education Literacy classes to support their regular period of English instruction, a Literacy Lab is provided for some mainstream students promoted with support from Jefferson Middle School. While the school has accomplished a lot during the past decade, the challenge to staff and students is to continue to build on our successes – not to be satisfied with status quo.

The completion of the baseball field completed the school construction and gives Gabrielino High School outstanding facilities for all school programs.

I continue to feel blessed to be working with such a supportive district staff and Board of Education, an outstanding administrative, teaching, counseling, and classified team, and a great group of young people and parents. Thanks to all. I hope that you will find this report both informative and useful, and that you will feel free to call upon us at any time with questions that you may have regarding Gabrielino High School.

School & Community Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, San Gabriel Unified School District educates more than 6,000 kindergarten through twelfth grade students on a traditional calendar schedule. Established in 1781, the San Gabriel Mission was the fourth California mission and is considered the birthplace of the Los Angeles region. San Gabriel Unified School District was founded in 1868 and is proud of its long tradition of academic excellence. The district is currently comprised of five elementary schools, one middle school, one traditional high school, and one continuation high school.

Gabrielino High School served 1,812 students in grades nine through twelve during the 2007-08 school year. The chart illustrates student demographics.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	1.0%
American Indian	0.2%
Asian	52.7%
Caucasian	7.2%
Filipino	2.8%
Hispanic or Latino	35.0%
Pacific Islander	0.6%
Multiple or No Response	0.5%

Gabrielino High School is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first. Established in 1994, the school is named after the Gabrielino Indians, who originally built the renowned San Gabriel Mission.

Discipline & Climate for Learning

The goal of Gabrielino High School's positive discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Teachers are expected to work individually with students to address discipline issues and refer more severe concerns to counselors and the Assistant Principals.

Parents and students are informed of discipline policies at the beginning of each school year through the Student Handbook and class-level meetings. Rules are reinforced throughout the year, with a strong emphasis placed on school-to-home communication.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	104	131	144	324	354	330
Suspension Rate	5.7%	7.2%	7.9%	5.3%	5.8%	5.3%
Expulsions	10	9	5	11	14	9
Expulsion Rate	0.5%	0.5%	0.3%	0.2%	0.2%	0.1%

Student Recognition & Extracurricular Activities

Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Ongoing activities, honors, and programs include annual athletic and academic achievement awards.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Opportunities for involvement include the following:

- Speech & Debate Team
- Mock Trial
- Future Business Leaders of America
- Chinese Club
- Drama Club
- California Scholarship Federation
- Literary Anthology
- MESA
- Technology Club
- Junior Optimist
- Spanish Language Club
- Readers Club
- Environmental Sciences Club
- Gay, Lesbian, Straight, Bisexual Alliance
- Gabrielino Engineering Math & Science
- Orchestra & Band
- Anime Club
- Bowling Club
- Club America
- Home Economics
- Key Club
- Young Christians
- Tennis Club
- Renaissance
- French Club
- Class Council
- Pet Club
- Interact
- Art Club

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school staff make daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are also provided information on the district's Abolish Chronic Truancy (ACT) Program, which emphasizes parent responsibility in student attendance. Students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Team (SART).

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the trend in enrollment over the most recent three-year period.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	465	444	445
10th	467	479	456
11th	447	479	460
12th	441	417	452

Dropout & Graduation Rates

Several programs such as Del Mar Continuation High School, academic interventions, counseling, SARB, and active school-to-home communication, are utilized in an effort to reduce the dropout rate.

Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	0.06%	0.49%	1.10%
Graduation Rate	99.70%	98.20%	98.20%

Class Size

Gabrielino High School maintained a school-wide average class size of 27.6 students and a pupil-to-teacher ratio of 23.5:1 during the 2007-08 school year. The table below shows the average class size per subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	27	27	27	25	27	31	30	31	28	20	18	19
Mathematics	29	28	29	15	12	11	16	28	20	24	17	25
Science	30	31	30	1	2	3	24	21	24	12	17	13
Social Science	31	32	31	2	2	6	32	19	25	15	30	22

Curriculum Improvement

All district-wide curriculum development revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students meet or exceed state proficiency levels. San Gabriel Unified School District's Curriculum and Instruction Council works with several school site committees to formulate staff development plans that meet district-wide goals, including implementing new textbooks and supporting new teachers. In order to ensure that the core curriculum at each school is consistent and aligned to state standards, the district utilizes a vertical and horizontal articulation process for curriculum mapping.

Gabrielino High School offers a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Textbooks & Instructional Materials

San Gabriel Unified School District held a public hearing on October 14, 2008, 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. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects 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. San Gabriel 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 January 2009 in regards to the textbooks currently in use at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Heinle & Heinle	2001	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2005	Yes	0.0%
9th-12th	Health	Glencoe	2005	Yes	0.0%
9th-12th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	History/Social Science	McGraw-Hill	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Brooks/Cole	2002	Yes	0.0%
12th	Mathematics	Holt, Rinehart & Winston	2002	Yes	0.0%
11th	Mathematics	McDougal Littell	2002	Yes	0.0%
9th-11th	Mathematics	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	John Wiley & Sons	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Pearson/ Addison Wesley	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2001	Yes	0.0%

Library Information

The school's fully-automated library, staffed by a full-time Librarian and Library Aides, is stocked with thousands of books that are available for students to check out. Numerous texts have also been translated into Spanish, French, Chinese, and Vietnamese. The library contains a large collection of video- and audio-tapes for classroom use, as well as periodicals and reference materials that tie into curricular areas of study. Students visit the library on a regular basis and are encouraged to visit before and after school. Twenty-five computer workstations with the library are connected to the Internet so students may access resources and information online.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Each classroom at Gabrielino High School contains a minimum of two computers for student use. Five computer labs, each containing between 25 and 30 Internet-accessible workstations, are utilized on a regular basis.

Computer Resources			
	05-06	06-07	07-08
Computers	329	285	280
Students per computer	5.5	6.4	6.5
Classrooms connected to Internet	73	73	73

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Los Angeles County public libraries, which contains numerous computer workstations. For more information on hours and locations please visit <http://www.colapublib.org/>.

Counseling & Support Staff

In addition to academics, the staff at Gabrielino High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor-to-pupil ratio is 1:362. The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	5	5.0
Health Aide	1	1.0
Nurse	1	0.5
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	4	4.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.4

San Gabriel Unified School District uses all available resources in the community to assist students in their emotional and academic development, including the following:

- San Gabriel Valley Medical Center
- Haven House
- Santa Anita Family Services
- Pacific Clinics
- Foothill Family Services Clinic
- Family Resource Center
- BHC/Alhambra Hospital
- Pasadena Mental Health
- FOCUS (Families of Children Under Stress)
- Asian-Pacific Family Counseling Center
- Family Counseling Services of West San Gabriel Valley

Gabrielino High School provides assistance to students who are performing below grade-level standards. Identified students are referred to a remediation elective course and may participate in the school's Literacy Program, After-School Tutoring program, and/or Peer Helping Program.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The school offers sheltered instruction within the classroom, as well as a Resource Specialist Program (RSP) and a Special Day Class (SDC) Program for special education students. For students who are mentally or developmentally disabled, a Special Education Local Plan Area (SELPA) class is provided.

English Learner (EL) students receive in-class, leveled English Language Development (ELD) instruction in two section blocks. Interventions are available as needed.

Student Achievement & Testing

San Gabriel Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, English Learner Assessments, Special Education Assessments, and report card grades are used to determine whether students are performing below, at, or above grade-level standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all ninth through eleventh grade 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, Social Science, and Science, for the most recent three-year period, is displayed. *Summative Math scores are not shown. For results on course-specific tests, please visit <http://star.cde.ca.gov>.*

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	56	68	64	52	49	60	53	50	50	47	47	50	61	47	52
District	56	67	64	51	49	59	50	46	48	47	47	49	57	44	50
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	49	61	63	47	41	54	50	46	43	53	49	51	63	48	50
District	48	61	63	46	41	53	47	44	41	51	48	49	60	45	48
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	64	74	66	57	58	67	55	53	57	42	45	50	59	45	55
District	65	75	66	56	58	66	52	49	55	42	46	49	56	42	52
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	48	60	56	49	38	54	52	45	44	46	39	47	62	42	48
District	48	60	56	49	38	53	48	42	42	45	39	45	58	40	45
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Asian															
School	69	80	76	61	58	75	58	56	58	59	57	60	68	56	60
District	69	80	75	61	58	74	57	55	58	58	56	60	67	55	60
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	54	*	*	56	43	64	63	46	40	31	57	71	67	23	60
District	53	0	0	57	43	65	63	42	40	32	57	71	67	21	60
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	39	47	46	39	35	36	37	35	35	34	30	31	44	31	42
District	39	46	46	39	33	35	32	32	32	33	30	30	38	28	37
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	71	78	68	52	61	74	74	60	53	44	56	66	71	50	42
District	72	78	67	47	61	74	67	55	52	40	56	66	65	46	41
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	4	9	8	15	9	9	5	10	5	20	12	9	5	19	13
District	4	9	8	16	9	9	4	13	7	17	12	9	5	20	12
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	28	31	21	16	11	16	11	13	9	24	15	13	23	18	14
District	27	31	21	16	11	15	11	13	9	24	14	12	22	17	13
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

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.

Physical Fitness

In the spring of each year, Gabrielino High School is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and flexibility. Students who either 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 2007-08 school year, 16.9% of the school's ninth grade students either met or exceeded state fitness standards.

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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	9	8	
Similar Schools Rank	7	9	7	
All Students				
Actual Growth	-4	-8	13	787
Socioeconomically Disadvantaged				
Actual Growth	5	-16	22	765
Asian				
Actual Growth	-6	-3	17	854
Hispanic or Latino				
Actual Growth	-1	-18	6	681
Caucasian				
Actual Growth	14	1	-	-
Students with Disabilities				
Actual Growth	-	-	62	537
English Learners				
Actual Growth	1	-10	8	712

Adequate Yearly Progress

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 Adequate Yearly Progress (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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	11.11%

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

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the twelfth grade, the table below displays 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.

Completion of High School Graduation Requirements			
	School	District	State
All Students	83.4%	76.7%	*
Socioeconomically Disadvantaged	92.4%	92.4%	*
African American	100.0%	100.0%	*
Asian	91.9%	95.9%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	90.5%	80.3%	*
Caucasian	95.5%	72.7%	*
English Learners	78.0%	77.0%	*
Students with Disabilities	63.6%	56.8%	*

* Data was not available at the time of publication.

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									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	66.7	65.9	51.1	61.3	60.9	48.6	65.2	65.0	52.9
Mathematics	66.6	65.6	46.8	65.9	65.6	49.9	72.6	72.4	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.8	48.0	17.3	27.4	27.9	44.8
Male	41.8	45.9	12.3	28.9	27.1	44.0
Female	27.1	50.2	22.7	25.7	28.7	45.5
Asian	23.0	53.0	24.0	7.4	24.7	67.9
Filipino	25.0	41.7	33.3	25.0	41.7	33.3
Hispanic or Latino	54.7	38.7	6.7	55.7	30.9	13.4
White	24.2	57.6	18.2	27.3	27.3	45.5
English Learners	62.9	32.9	4.2	38.0	33.8	28.2
Socioeconomically Disadvantaged	41.1	45.0	14.0	29.6	29.2	41.2
Students with Disabilities	87.9	9.1	3.0	85.3	11.8	2.9



Career Technical Education (CTE) Programs

Gabrielino High School strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Speakers from the community, job fairs, work experience, use of technology, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school. For more information about Career/Technical Education and/or the district's Regional Occupation Program, please contact Rosa Valdez. Career Preparation courses are listed in the chart. All courses listed are offered on campus.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Advanced Construction				
Advanced Drama				
Advanced Woods				
Beginning Drama				
Commercial Art/ Design				
Computer Programming				
Fashion Merchandising				
Modular Tech II	GHS			
Music/Sound Technology				
Professional Actors Workshop				
Professional Dance				
Small Business Management				
Soaring Sound Studio				
Stage Craft Technology				

Career Technical Education Participation

The table displays questions and answers about student participation in Azusa 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?	885
What percent of the school's pupils complete a CTE program and earn a high school diploma?	90%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	8%

College Entrance Information

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. The minimum GPA required for admission to a UC is 3.15, and the minimum GPA for admission to a CSU is 2.0. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements." All courses must be completed with a grade of "C" or better.

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (4 recommended for UC)
- D: Two years of laboratory science (3 recommended for UC)
- E: Two years of a single language other than English (3 recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

For more information about admissions to UC schools, please visit the website for University of California application information. (www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit the California State University Mentor (www.csumentor.edu) site.

UC/CSU Course Completion

Students are encouraged to take College Preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	72.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	45.1%

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

Advanced Placement Classes

Gabrielino High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school's curriculum, enhanced by supplemental programs sponsored by Princeton Review, San Gabriel Valley Consortium, San Gabriel Valley Medical Center, California State University at Los Angeles, Pasadena City College, and East Los Angeles City College.

Gabrielino High School is home to a Career Center that hosts an annual College Fair and provides students with a wealth of information in regards to colleges, universities, financial aid, and the application process.

The school's Advanced Placement (AP) program consists of college-level courses in Biology, Chemistry, Physics B, English Literature & Composition, Spanish Language, French Language, Statistics, European History, U.S. Government & Politics, U.S. History, and Computer Science A & B.

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	2	61
English	1	23
Foreign Language	2	49
Mathematics	2	104
Science	3	84
Social Science	3	173
Totals	13	494
Percent of Students in AP Courses		7.2%

Teacher Assignment

San Gabriel Unified School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year, Gabrielino High School staffed 68 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	66	70	68	274
Without Full Credentials	8	4	5	8
Working Outside Subject	0	4	4	10

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 EL students) 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		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	8	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	8	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 "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	88.1%	11.9%
District	92.6%	7.4%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes 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 state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- 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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included reviewing testing data and differentiated instruction.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Substitute Teachers

San Gabriel Unified School District employs qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Substitutes are required to have a bachelor's degree and a passing score on the California Basic Education Skills Test (CBEST). The district has a large pool of substitute teachers available. On rare occasions, when a substitute is not available for an absent teacher, students are dispersed to other classrooms at the same grade level.

School Leadership

Leadership at Gabrielino High School is a responsibility shared among district administration, the Principal, instructional staff, students, and parents. In April 2007, David Crist assumed the role of Gabrielino High's Principal. Prior to this position, Mr. Crist was the school's Assistant Principal for 14 years.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Cabinet
- School Site Council
- Athletic Boosters
- Band Boosters
- English Learner Advisory Council (ELAC)
- Parent-Teacher-Student Association (PTSA)

School Facilities & Safety

Situated on 13.97 acres, Gabrielino High School was originally constructed in 1994. The campus is currently comprised of 68 classrooms, a Media Center, five computer labs, an administration building, a theater, a cafeteria, a gymnasium, and an athletic field. Future planned construction includes a shipping and receiving building and a stadium concession stand with restrooms. The chart illustrates the most recent facilities inspection as of January 2009.

The safety of students and staff is a primary concern of Gabrielino High School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with updates occurring every winter. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- Schoolwide dress code
- Child abuse reporting procedures
- Bullying components
- Sexual harassment policy
- Teacher notification of dangerous pupils procedures
- Safe ingress and egress of pupils, parents, and school employees

School Facility Conditions				
Date of Last Inspection: 03/27/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			E270 - Ceiling tile broken.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			B114 Art - Storage materials. B105 Tech - Storage materials. B102 Wood Shop - Storage of materials. B108 Art - Storage of materials. Boys Locker Room - Graffiti. Girls Locker Room - Graffiti. E171 - Storage of material.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Cleaning Process

Gabrielino High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Gabrielino High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel 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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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 the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

For the 2008-09 school year, San Gabriel Unified School District has budgeted \$535,000 for the deferred maintenance program, which represents 1.2% of the district's general fund budget.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Gabrielino High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Cal State Los Angeles, School Site Council, L.A. County Public Works Department, Booster Clubs, and PTSA.

Contact Information

Parents who wish to participate in Gabrielino High School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 573-2453. The school's website (<http://www.gabrielino.sgusd.k12.ca.us/>) also provides a variety of resources and helpful information for parents, students, and the community.

Data Sources

Data within the SARC was provided by the San Gabriel Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 and 9,999 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$59,414
District	\$60,041
Percentage of Variation	1.05%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	4.42%



Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,798	\$39,692
Mid-Range Teachers	\$64,937	\$62,830
Highest Teachers	\$78,900	\$80,472
Elementary School Principals	\$102,666	\$98,460
Middle School Principals	\$108,310	\$104,522
High School Principals	\$119,558	\$114,549
Superintendent	\$182,500	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.3%	40.2%
Administrative Salaries	6.2%	5.8%

Expenditures & Services Funded

Based on 2006-07 audited financial statements, San Gabriel Unified School District spent an average of \$8,195 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,854
From Restricted Sources	\$2,209
From Unrestricted Sources	\$5,644
District	
From Unrestricted Sources	\$5,413
Percentage of Variation between School & District	4.27%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	6.49%

In addition to general state funding, San Gabriel Unified School District received state and federal categorical funding for the following support programs:

- School Improvement Program (SIP)
- Instructional Materials
- Economic Impact Aid (EIA)
- Special Education
- Tenth Grade Counseling
- EESA/Math & Science
- Educational Technology Assistance Grants
- Healthy Start
- Peer Assistance & Review (PAR) Program
- Staff Development
- Charter Schools Categorical Block Grant
- Class Size Reduction
- Gifted & Talented Education (GATE) Program
- Drug/Alcohol/Tobacco Funds (Prevention Education)
- Vocational & Applied Technology Education Act
- Regional Occupation Program (ROP)