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# Gabrielino High School

*Pride, Tradition, & Honor*

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## San Gabriel Unified School District

### 2010-2011 School Accountability Report Card

#### Principal

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#### District Administration

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Interim Superintendent

*Ralph Patterson*

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Superintendent, Business Services

*Jan Canfield*

Assistant Superintendent, Educational Services

*Anna Molinar*

Assistant Superintendent, Human Resources

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#### Principal's Message

As principal of Gabrielino High School, I'd like to welcome you to the 2010-11 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 been extremely proud of Gabrielino High School, its staff, students, parents, and community. With our school theme of "Live The Vision", we have continued the course of continuous improvement. We received our second California Distinguished School award in 2009, which was a strong affirmation of the quality of Gabrielino's overall program.

Our staff has continued to work diligently to further align our content to the State Content Standards, as well as integrating the California High School Exit Exam concepts and 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, Special Education Literacy classes (which support students' regular period of English instruction), the Read 180 and English Intensive 1 classes are provided to offer support for struggling readers. While the school has accomplished a lot during the past decade, the challenge to staff and students is to build on our successes – not to be satisfied with status quo.

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 Mission & Theme

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

2010-2011 School Theme: "Live the Vision"



#### 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 1,808 students in grades nine through twelve during the 2010-11 school year. The chart illustrates student demographics.

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.

#### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American/Black	1.0%
American Indian	0.2%
Asian	56.6%
Filipino	3.2%
Hispanic or Latino	32.3%
Pacific Islander	0.4%
White	6.0%
Two or More	0.1%
None Reported	0.3%

## 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	350	242	137	517	503	320
Suspension Rate	19.5%	13.7%	7.6%	8.0%	7.2%	4.7%
Expulsions	4	4	1	7	4	4
Expulsion Rate	0.2%	0.2%	0.1%	0.1%	0.1%	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
- Art Club
- Home Economics
- Key Club
- Young Christians
- Tennis Club
- Junior Optimist
- Spanish Language Club
- Environmental Sciences Club
- Engineering Math & Science
- Circle of Friends Club
- Tri-M Music Honor Club
- CA Scholarship Federation
- Future Business Leaders of America
- Gay, Lesbian, Straight, Bisexual Alliance
- Orchestra & Band
- Anime Club
- Drama Club
- Interact
- Literary Anthology
- MESA
- Renaissance
- Class Council
- Readers Club
- Just Dance Club
- Badminton Club
- Mandarin Club
- Youth Leadership for Action
- Salsa 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

	2008-09	2009-10	2010-11
9th	465	466	455
10th	450	466	472
11th	441	424	454
12th	438	412	427

## 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. The chart reflects the graduation and dropout rates at the school over the most recent three year period for which data is available.

### Graduation & Dropout Rates

	07-08	08-09	09-10
Dropout Rate	0.80%	1.90%	0.90%
Graduation Rate	96.60%	92.90%	96.50%

## Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

### Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	27	23	19	34	26	20	13	37	37	27	13	27
Mathematics	30	27	19	9	9	5	22	27	31	18	23	22
Science	30	24	23	2	10	2	26	16	20	9	4	15
Social Science	31	26	26	5	6	2	20	18	14	18	7	10

## 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.

The 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

The school district held a public hearing on October 11, 2011, and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used 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	McDougal Littell	2009	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%

## 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 Information

The school's fully-automated library is staffed with a full-time credentialed teacher librarian and a full time library tech position. It is stocked with thousands of up-to-date books, periodicals and 37 student use computers equipped with the Internet, Microsoft Office software and Library Automated Catalog. A library website is maintained as a link from the GHS Homepage at [www.gabrielino.sgusd.k12.ca.us](http://www.gabrielino.sgusd.k12.ca.us) for students to use as a bridge to their classroom curriculum needs. Students regularly visit the library for research with their classes or on their own time before or after school, and at lunch. All freshmen students are taught Information Literacy skills through a career unit in their Freshman Seminar class. Classes visit the library for 12 days of instruction, with follow up done in the classroom, and throughout their years at GHS.

## 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.

## 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	3	3.0
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 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	61	63	63	55	55	57	50	52	54
Mathematics	49	47	54	53	51	55	46	48	50
Science	64	63	70	53	54	58	50	53	56
History/Social Science	61	65	67	50	52	50	41	44	48

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

This second 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. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	57	55	58	50
School	63	54	70	67
African American/ Black	42	17	*	*
American Indian	*	*	*	*
Asian	71	71	78	74
Filipino	70	49	62	68
Hispanic or Latino	49	28	52	53
Pacific Islander	*	*	*	*
White	65	51	88	72
Males	58	53	68	67
Females	68	56	71	67
Socioeconomically Disadvantaged	47	48	54	61
English Learners	24	41	40	38
Students with Disabilities	23	22	18	12
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## 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.

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

## 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 current Growth API at the school, district, and state level.

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,274	845	3,961	840	4,683,676	778
Black or African American	11	727	39	797	317,856	696
Asian	723	898	2,074	900	398,869	898
Filipino	44	859	111	891	123,245	859
Hispanic or Latino	408	753	1,380	743	2,406,749	729
White	77	845	274	867	1,258,831	845
English Learners	411	763	1,744	798	1,521,844	707
Students with Disabilities	84	526	306	572	521,815	595

	API School Results		
	2008	2009	2010
Statewide	8	9	9
Similar Schools	9	9	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	26	8	21
Asian			
Actual API Change	28	2	13
Hispanic or Latino			
Actual API Change	28	23	15
Socioeconomically Disadvantaged			
Actual API Change	28	9	-
English Learners			
Actual API Change	19	7	23

## 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	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	22.22%

## 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 2010-11 school year, 30.9% of ninth grade students met or exceeded state fitness standards.

## 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.

## 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									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	65.0	55.0	52.0	66.0	51.0	54.0	73.0	61.0	59.0
Mathematics	72.0	52.0	53.0	75.0	50.0	54.0	83.0	57.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	30.6	20.6	48.5	23.3	37.1	39.4
All Students School	30.4	20.6	48.9	23.0	37.2	39.8
Male	37.2	21.4	41.4	23.5	38.7	37.8
Female	23.6	19.8	56.6	23.5	38.7	37.8
Asian	17.4	15.6	67.0	4.6	33.0	62.4
Filipino	26.7	46.7	26.7	33.3	40.0	26.7
Hispanic or Latino	48.5	23.0	28.5	44.9	40.1	15.0
White	30.4	21.7	47.8	33.3	41.7	25.0
English Learners	58.3	22.5	19.2	29.8	49.6	20.7
Socioeconomically Disadvantaged	34.8	19.1	46.1	23.3	33.6	43.1
Students with Disabilities	76.7	13.3	10.0	77.4	19.4	3.2

## 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 Revolution Prep., 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 & C, English Literature & Composition, Spanish Language, French Language, Statistics, Calculus AB & BC, European History, U.S. Government & Politics, U.S. History, and Computer Science A.

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	1	53
English	1	24
Foreign Language	2	35
Mathematics	3	175
Music	-	-
Science	3	116
Social Science	3	182
Totals	13	585
Percent of Students in AP Courses		32.5%

## 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 2010-11 school year in the twelfth grade, the table 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	92.0%	88.0%	*
Socioeconomically Disadvantaged	59.0%	37.0%	*
African American/ Black	22.0%	33.0%	*
American Indian	0.0%	0.0%	*
Asian	22.0%	88.0%	*
Filipino	19.0%	7.0%	*
Hispanic or Latino	94.0%	94.0%	*
Pacific Islander	57.0%	21.0%	*
White	21.0%	23.0%	*
English Learners	67.0%	69.0%	*
Students with Disabilities	18.0%	20.0%	*

## 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 Jonathan Lyons.

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 Woods				
Commercial Art/ Design				
Music/Sound Technology				
Modular Tech				
Small Business Management				
Business Fundamentals				
Video Production		Course uses a state adopted CTE curriculum and meets the district graduation requirement.		
Stage Production				
Engineering Technology	GHS		Through professional development, guidance, and counseling from school personnel regarding career paths and courses of study.	Course is evaluated based on mastery of ROP course proficiencies, course evaluation, and student assessments.
Drafting Occupations				
Keyboarding				
Web Design				
Architectural Design				
Fashion Merchandising				
Computer Programming		Course Incorporates state adopted CTE curriculum, satisfies graduation requirements and the UC A-G entrance requirement		
Beginning Drama				
Professional Actors Workshop				
Advanced Drama				

## Career Technical Education Participation

The table displays questions and answers about student participation in Gabrielino 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?	553
What percent of the school's pupils complete a CTE program and earn a high school diploma?	25.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## 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	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	55.2%

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

## 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.

## Teacher Assignment

San Gabriel Unified School District recruits and employs only the most qualified credentialed teachers. During the 2010-11 school year, Gabrielino High School staffed 71 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	69	68	71	224
Without Full Credentials	4	0	0	0
Working Outside Subject	10	0	7	12

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		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>1</b>	<b>0</b>
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	96.0%	4.0%
District	97.0%	3.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	100.0%	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. During the 2010-11 school year, leadership duties were assumed by Principal Sharron Heinrich. Prior to this position, Mrs. Heinrich was an acting assistant principal and classroom teacher.

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

## 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.

Gabrielino High School completed a five year building project of a 180,000 square foot facility which includes classrooms, labs, restrooms, administration, theater, kitchen, athletic stadium, locker rooms and a gymnasium. Future planned construction includes additional career technical education classrooms, a new band room, stadium concession stand with restrooms and the remodeling of the existing band room into a physical education facility.

The chart illustrates the results of the most recent school facilities inspection. 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 or are in the process of remediation.

### Safety

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

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.

School Facility Conditions				
Date of Last Inspection: 09/08/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Room B114 Art Room - Storage materials. Theater BLDG. C - Back stage area. Room E171 - Storage of materials.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Typically, this includes the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting. During the 2011-12 school year the district did not allocate funds for the deferred maintenance budget.

## 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 2009-10 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	\$61,706
District	\$63,568
Percentage of Variation	2.93%
School & State	
All Unified School Districts	\$66,511
Percentage of Variation	7.23%

## Teacher & Administrative Salaries

The 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 website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$36,798	\$41,284
Mid-Range Teachers	\$64,937	\$65,173
Highest Teachers	\$78,900	\$83,460
Elementary School Principals	\$100,965	\$102,834
Middle School Principals	\$113,541	\$108,953
High School Principals	\$116,076	\$118,384
Superintendent	\$194,500	\$179,397
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.7%	40.8%
Administrative Salaries	6.0%	6.0%

## Expenditures & Services Funded

Based on 2009-10 audited financial statements, San Gabriel Unified School District spent an average of \$8,046 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.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,176
From Restricted Sources	\$2,662
From Unrestricted Sources	\$5,515
District	
From Unrestricted Sources	\$834
Percentage of Variation between School & District	560.99%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	1.09%

## Data Sources

Data within the SARC was provided by the school district, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.