



# Gabrielino High School

1327 South San Gabriel Blvd. • San Gabriel, CA 91776 • (626) 573-2453 • Grades 9-12

Sharron Heinrich, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### San Gabriel Unified School District

408 Junipero Serra Drive  
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#### District Governing Board

Ken K. Tcheng  
Dr. Gary Thomas Scott  
Andrew L. Ammon  
Cristina Alvarado  
John Eccleston

#### District Administration

Dr. John Pappalardo  
**Superintendent**  
Joyce Yeh  
**Assistant Superintendent, Business  
Services**  
Mayra Perez, Ed. D.  
**Assistant Superintendent,  
Educational Services**  
Anna Molinar  
**Assistant Superintendent, Human  
Resources**

### Principal's Message:

As principal of Gabrielino High School, I'd like to welcome you to the 2014-15 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.

Gabrielino students, staff, and faculty, continue to live the school's mission of "A Commitment to Constant And Never-ending Improvement (CANI)", as evidenced by the accomplishments earned during the 2014-2015 school year:

- "U.S. News and World Report" magazine named Gabrielino High School one of the best public high schools in the nation for the eighth year
- For four straight years Gabrielino is listed in the top 9% of high schools in the nation on the Washington Post High School Index
- The Speech team won its 18th straight league championship and continues to be one of the top five speech and debate programs in the nation
- Girls' Volleyball won their 12th league championship
- Boys' Basketball won their 4th straight league championship
- Girls' Varsity Soccer won their second straight Mission League Championship
- Girls' Basketball, Boy's Swimming, Cross Country, and Wrestling won league championships
- The Future Business Leaders of America (FBLA) had three state champions and qualified twelve students to the National Championships
- The GHS Marching Band won first place at all of their field shows, and the Orchestra earned Silver standing in festival competition
- 98% of the senior class will be pursuing post-secondary education; 53% of the class will be attending four year colleges and universities, 45% will be attending two-year colleges.

In addition to the school's many accomplishments, the Gabrielino staff continued to work to align content to the California Standards, as well as integrating the Smarter Balanced testing concepts and School-wide Learner Outcomes (SLOS) into classroom instruction. Additional support and interventions for struggling students remain an ongoing focus of staff and administration alike. In addition to the Tier II programs, Restorative Math and Writer's Workshop, the Behavior RTI committee addressed the needs of students whose behavior impeded their performance in class, and the ELD Team was created to support English Language Learners. The administration will continue to develop and implement school-wide initiatives focused on college and career readiness, closing the achievement gap, building a strong and engaged parent community, and ensuring a safe school environment.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (626) 573-2453 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	502
Grade 10	466
Grade 11	417
Grade 12	451
<b>Total Enrollment</b>	<b>1,836</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	56.2
Filipino	3.1
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.2
White	6.2
Two or More Races	0.3
Socioeconomically Disadvantaged	53.6
English Learners	17.4
Students with Disabilities	7.6
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Gabrielino High School	13-14	14-15	15-16
With Full Credential	69	69	
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence	0	0	
San Gabriel Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Gabrielino High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.2
Districtwide		
All Schools	53.8	46.2
High-Poverty Schools	53.2	46.8
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The school district held a public hearing on September 8, 2015 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 November 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 8, 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Heinle & Heinle adopted in 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	McDougal Littell Adopted in 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Holt, Rinehart & Winston Adopted in 2007  John Wiley & Sons Adopted in 2007  McDougal Littell Adopted in 2007  Pearson/Addison Wesley Adopted in 2007  Pearson/Prentice Hall Adopted in 2007  Prentice Hall Adopted in 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Houghton Mifflin Adopted in 2006  McGraw-Hill Adopted in 2006  Prentice Hall Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	McDougal Littell Adopted in 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Textbooks and Instructional Materials	
Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Glencoe Adopted in 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 13.97 acres, Gabrielino High School was originally constructed in 1994. The campus is currently comprised of 68 classrooms, a Media Center, four computer classrooms, an administration building, a theater, a cafeteria, a gymnasium, and an athletic field.

In 2005, 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.

#### 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.

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-28-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Room B114 Art Room: Storage Materials. Theater Bldg. C: Back stage area.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	76	57	44
Math	60	46	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	73	76	75	74	73	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.40	33.50	22.60

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	73
All Student at the School	76
Male	80
Female	73
Black or African American	--
American Indian or Alaska Native	--
Asian	82
Filipino	93
Hispanic or Latino	63
White	78
Two or More Races	--
Socioeconomically Disadvantaged	25
English Learners	43
Students with Disabilities	70
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	411	383	93.2	11	13	30	46
Male	11		192	46.7	16	10	34	40
Female	11		191	46.5	7	16	25	53
Black or African American	11		6	1.5	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		211	51.3	8	7	28	57
Filipino	11		12	2.9	0	8	50	42
Hispanic or Latino	11		123	29.9	19	22	31	28
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		27	6.6	11	19	19	52
Two or More Races	11		0	0.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		215	52.3	14	16	32	38
English Learners	11		46	11.2	43	37	17	2
Students with Disabilities	11		24	5.8	71	21	8	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	411	392	95.4	20	20	30	30
Male	11		196	47.7	22	17	29	31
Female	11		196	47.7	18	22	32	28
Black or African American	11		6	1.5	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		220	53.5	7	14	35	45
Filipino	11		12	2.9	17	33	42	8
Hispanic or Latino	11		123	29.9	44	28	20	7
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		27	6.6	22	19	33	22
Two or More Races	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	11		223	54.3	22	21	30	25
English Learners	11		52	12.7	46	21	17	15
Students with Disabilities	11		24	5.8	96	0	4	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental 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, Booster Clubs, and PTSA. In 2014-15 the school expanded the parent seminar series that consists of monthly workshops devoted to topics on college and career readiness, state testing, and internet safety.

### 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.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

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 discipline policy
- 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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.56	2.56	2.20
Expulsions Rate	0.00	0.05	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.75	1.41	1.21
Expulsions Rate	0.02	0.01	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	30	28	18	14	19	16	12	23	37	41	34
Math	31	31	32	5	6	5	14	13	18	32	31	34
Science	33	31	32	1	2	4	13	18	8	26	24	33
SS	29	30	28	6	5	9	19	15	17	14	20	19

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.4
Resource Specialist	4
Other	3
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Professional Development provided for Teachers

Gabrielino High School believes that quality instruction is a fundamental element in a sound educational program. The site utilizes a professional development model that is based on data analysis, teacher training, implementation, observation, reflection, and retraining. Under this process, student achievement data is reviewed by the school's Data Team, department chairs, subject teams, and administration. Professional development sessions are based on the recommendations of these groups. Training is provided on the three district staff development days and 12 collaboration late start days per year. Training is conducted by onsite teacher "experts"; which provides opportunities for mentorship beyond the training. The degree of professional development topic implementation is determined through the Administration's use of the instruction rounds classroom observation approach. The data collected through instructional rounds conducted by the administrative and Data teams enables the school to determine where support and additional training is needed.



From 2012-2015, Gabrielino High School has focused its professional development on the following areas:

- -Alignment of curriculum and instruction to the California State Standards and CAASPP assessment goals
- -Explicit Direct Instruction (EDI)
- -Learning Objectives and lesson congruence
- -Student engagement instructional practices
- -Incorporating 21st Century Skills (creativity, collaboration, communication, critical thinking) into daily lesson planning
- -Special Education Individual Education Plan (IEP) compliance and accommodation/modification techniques
- -Embedding technology into the instructional program
- -Benchmark and Performance Task assessment development and revision
- -Teen mental health and suicide prevention
- -College and Career Readiness
- -Socratic Seminar
- -EADMS and Aeries Grade book

Staff members also build teaching skills and concepts through participation in conferences and district workshops throughout the year. 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,281	\$42,315
Mid-Range Teacher Salary	\$67,554	\$66,451
Highest Teacher Salary	\$82,078	\$85,603
Average Principal Salary (ES)	\$104,249	\$105,079
Average Principal Salary (MS)	\$104,952	\$111,005
Average Principal Salary (HS)	\$120,756	\$121,310
Superintendent Salary	\$199,000	\$189,899
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

- Common Core Implementation
- Special Education
- Local Control Funding Formula Supplemental and Concentration Programs
- ROP / CTE Programs

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5563	1024	4539	67497
District	♦	♦	4252	\$69,390
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	21	46	29	33	37
All Students at the School	28	20	52	18	35	47
Male	32	23	46	19	32	49
Female	23	17	60	17	39	44
Asian	21	23	56	8	27	66
Filipino	24	18	59	12	47	41
Hispanic or Latino	38	21	41	34	46	20
White	31	6	63	25	28	47
Socioeconomically Disadvantaged	37	21	42	24	35	42
English Learners	79	13	8	34	44	22
Students with Disabilities	88	6	6	82	12	6

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Gabrielino High School	2012-13	2013-14	2014-15
English-Language Arts	69	69	72
Mathematics	75	82	82
San Gabriel Unified School District	2012-13	2013-14	2014-15
English-Language Arts	63	37	40
Mathematics	65	38	41
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Gabrielino High School	2011-12	2012-13	2013-14
Dropout Rate	4.80	5.10	7.80
Graduation Rate	91.34	89.98	89.31
San Gabriel Unified School District	2011-12	2012-13	2013-14
Dropout Rate	5.10	5.30	8.20
Graduation Rate	89.16	88.98	88.04
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	696
% of pupils completing a CTE program and earning a high school diploma	7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Career Technical Education 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	88.5	95.16	84.6
Black or African American	50	121.05	76
American Indian or Alaska Native		66.67	78.07
Asian	90.07	90.2	92.62
Filipino	80	86.67	96.49
Hispanic or Latino	86.84	96.45	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	93.33	106.17	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	62.86	73.68	61.28
English Learners	56.67	62.31	50.76
Students with Disabilities	88.89	96.38	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.01
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	51.28

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	7	♦
Science	11	♦
Social Science	10	♦
All courses	35	1.4

\* Where there are student course enrollments.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.