

# Gabrielino High School



## **Chapter Two: Student/Community Profile Overall Summary from Analysis of Profile Data**

Gabrielino High serves a challenging student population. The community it serves is financially disadvantaged, with average household income falling at least 10% below the state average. A majority of students are eligible for free and reduced lunch. A majority of students are current or former English Language Learners, and a majority of students come from homes that do not use English as a primary language. Despite these challenges, students at Gabrielino High continue to earn impressive results on standardized testing, and the school's API score continues to rise—reaching 845 in 2010-2011. Gabrielino High students also met all 22 of the AYP criteria in 7 of the 8 previous years—missing out by one single measure in 2009-2010.

The overwhelming majority of students and parents feel that Gabrielino High is a safe and welcoming environment, and that it encourages academic success, based on survey data. However, some groups of students continue to outperform other groups, resulting in a clear achievement gap between students of Asian and Latino heritage. This achievement gap can be seen across all measures, from API scores (898 vs. 753) to UC/CSU A-G Requirement completion (75.3% vs. 21.6%) to enrollment in Honors and AP classes. Additional programs, such as AVID, and the continued effort to recruit historically underrepresented students in AP and Honors classes has begun to make some progress toward reducing the achievement gap, but there is still a long way to go. The school is dedicated to reducing the achievement gap while maintaining high standards for all students.

New recruitment practices for Honors and AP classes help encourage students who may not have otherwise considered a more rigorous schedule of classes. ELD students are encouraged to take increasingly challenging courses as their skills develop—54% of students designated as ELD were enrolled in Gabrielino High's standard College Preparatory English classes. Efforts to improve the school's culture—both academically and socially—continue, with new ways of recognizing academically successful students and by developing programs such as "Gab Week".

Despite the additional funding from sources such as Title I, budgetary cuts and restrictions

continue to affect the school. Significant programs such as Health & Safety and Freshman Seminar have been eliminated; students' opportunities to take additional classes have been curtailed. However, by designating sections and innovative scheduling, additional AP and Honors sections have been opened to meet increased student demand.

Despite the challenges staff and students face at Gabrielino High, the campus community remains committed to both the school's mission and vision—building upon the strengths, talents, and passions of all students, and having a commitment to constant and never-ending improvement.

### **Implications of the data with respect to student performance:**

- ❖ High poverty and high achievement are not mutually exclusive. Despite more than 50% of our students receiving free or reduced meals and becoming a Title I school, Gabrielino High's standardized test results continue to rise.
- ❖ Gabrielino High continues to perform well on standardized tests. The school's API has risen to 845.
- ❖ The percentage of students scoring Advanced or Proficient on the various California Standards Tests (CST) continues to improve in nearly all subject areas.
- ❖ The percentage of students scoring Basic or Below Basic on the various California Standards Tests (CST) continues to decline in nearly all subject areas.
- ❖ 10<sup>th</sup> Grade students continue to perform very well on the California High School Exit exam; 94 % of students passed the Math section and 84% passed the ELA section in the 10<sup>th</sup> grade year. 83% of students earned a "proficient" or better rating in Math, and 74% earned a "proficient" or better rating in ELA in 2010-2011.
- ❖ The number of students who complete the UC/CSU A-G requirements has increased slightly (to about 55%) despite the increasing number of students who are enrolling in college. It is clear that more students are capable of and should be completing the UC/CSU A-G requirements while at Gabrielino High.
- ❖ With rising targets, the challenge of meeting AYP goals is increasing—even though students have been improving, it may not be at a sufficient rate to meet AYP goals.
- ❖ There is a clear achievement gap at Gabrielino High along ethnic lines, with Asian students outperforming Latino students.
- ❖ The majority of students at Gabrielino High are current or former ELD students.
- ❖ ELL students begin taking mainstream College Prep classes before they are reclassified as fluent; many ELL 3 students also move into mainstream College Prep classes.
- ❖ Gabrielino High has a graduation rate of above 95%. 82% of seniors self-reported their plans to enroll in a Community College or four-year college or university. Although this is a good percentage, the school believes far more students are capable of attending four-year colleges and universities right out of high school, and that more students should be continuing their education--

whether at a four-year school, a community college, or a trade or vocational school.

- ❖ Although the ESLRs have been integrated into the very design of most courses at Gabrielino High, there is little explicit reference or connection to the ESLRs on a regular basis. Drawing more direct connections should be beneficial in helping students master the ESLRs and help them be better prepared for life after Gabrielino High.

### Critical Areas of Academic Need Identified:

#### **1. REDUCE THE ACHIEVEMENT GAP**

##### **Rationale:**

There is a clear difference, by ethnicity, in how Gabrielino High students achieve. This gap is visible in all areas of the academic program, from CST scores, to CASHEE scores, to meeting AYP goals, to UC/CSU completion rates, to participation in AP and Honors classes. This is a key area of concern for Gabrielino High, and the primary focus of the vast majority of the school's current Single Plan for Student Achievement. It is essential to the continued success of the school to minimize and eventually eliminate the achievement gap while helping all students continue to improve.

#### **2. IMPROVE POST-SECONDARY PREPARATION**

##### **Rationale:**

Although the number of students completing A-G requirements is increasing in all significant subgroups, the staff at Gabrielino High believes that a much higher percentage of students are not only capable of completing these requirements, but should be completing these requirements. Although students begin a four-year plan regarding their goals and aspirations during their Freshman year, this data has not been revisited in an effective manner during their time at Gabrielino High. The Career Center is underutilized and the services offered by the Career Center are not being effectively marketed to students. The school has not historically gathered data on what happens to students once they leave Gabrielino. Given Gabrielino High's success in maintaining a high graduation rate, it is logical that the school should move to increasing the number of students who are highly qualified for college and who are well-prepared for their career goals, as well as life after graduation.

#### **3. IMPROVE SCHOOL CULTURE**

##### **Rationale:**

Although the majority of students at Gabrielino High believe the school is a welcoming place for all, there are still incidents of bullying and students reporting they do not feel welcomed or supported here at Gabrielino. The school has a clear achievement gap; and certain groups of students often self-select into less challenging classes. The staff believes we can, and should, do better. Although the Gabrielino High community has begun to make strides towards eliminating discrimination, intimidation, and stereotyping, there is still a long way to go. If Gabrielino High can improve the culture of the school, and truly develop an environment where all students are welcomed and expected to build upon their strengths, talents and passions, measurable

improvements should follow for all significant subgroups.

### Questions Raised by the Data:

1. What is causing the achievement gap between students of differing ethnicities, and how can Gabrielino High minimize, eliminate, or reduce this gap while continuing to support high achievement for all groups?
2. Why is there such a large gap between the number of students who are self-reporting they are going to Community College or a four-year college or university and those who actually complete the UC/CSU A-G Requirements?
3. How can we help improve students' performance on the CST exams, moving more students into the proficient range?
4. The staff is concerned about the D/F rate; how can we help students improve their grades while maintaining rigor?
5. How can we better connect the ESLRs to what is happening in classes more effectively? Despite their recent re-approval, is it time to revise the ESLRs to make them more measurable? Or do we need to create new activities or projects to better support mastery of the ESLRs?
6. We're doing reasonably well, but how do we help our students move to the next level, to continue to improve despite the heavy obstacles so many face, especially given the budgetary situation?
7. Although most students and parents feel Gabrielino High is a safe and welcoming environment, issues still remain. Survey data indicates there are some issues regarding racial tensions, gender and sexual bias, and bullying and cyberbullying. How can we make all students feel welcome, safe, and supported so that they can truly live up to their potential?
8. Analysis of data also revealed a gender achievement gap. How can this be best addressed? Will the same strategies to reduce the achievement gap by ethnicity be effective in this area?
9. Due to shifts in administration, data collection about seniors, senior post-graduation plans, and what happens to graduates has been spotty historically. Also, due to shifts in state reporting and a greater reliance on AERIES, data sets and data collection parameters have shifted. How can Gabrielino High improve data collection and more importantly use this information to help improve the educational experience here at Gabrielino High?
10. How can we improve the collection, compilation, and distribution of data that may help improve students' performance? There are many sources of data, but are we using the data effectively to accurately inform instructional revisions and adaptations?