

Gladstone High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Gladstone High School
Street	1340 N. Enid Ave.
City, State, Zip	Covina, CA 91722
Phone Number	626-815-3600
Principal	Sam Perdomo
Email Address	sperdomo@azusa.org
School Website	http://ghs.azusa.org/
County-District-School (CDS) Code	19-64279-1933449

2022-23 District Contact Information

District Name	Azusa Unified School District
Phone Number	(626) 967-6211
Superintendent	Arturo Ortega
Email Address	aortega@azusa.org
District Website Address	www.azusa.org

2022-23 School Overview

The mission of Gladstone High School is to educate, empower, and prepare all students to become confident, empathetic, global citizens who can succeed in an ever-changing world. We are committed to high expectations for individual academic success with meaningful support. Together with students and parents, we will create a community of respect and responsibility.

Gladstone Gladiator are:

Globally Aware through academic experiences found through their college or career path.

Lifelong Learners who are self-directed, effectively communicate and purposefully collaborate.

Academic Achievers who strive for excellence in all disciplines of study.

Driven 21st Century innovators who are systematic problem solvers.

Socially responsible citizens who advocate for our community and beyond who value diversity and support one another.

Gladstone High School is a comprehensive high school in the city of Covina but part of the Azusa Unified School District. Our school is staffed by high-quality educators who value diversity and believe that all students can achieve in a friendly, family-oriented school climate. We are committed to excellence in all academic areas, and support that commitment with action to improve instruction through professional learning communities. Our program offers options for students to be College and Career-Ready, including Advanced Placement (AP) program, Early College Program, Medical Academy, Digital Media Arts Pathway, and other enrichment programs that develop student talents and interests. Gladstone High School offers an array of extra-curricular and co-curricular activities aimed at helping students to develop positive relationships and to set personal as well as collective goals towards success. Gladstone High School is partnered with McKinley Children's Services to provide additional counseling and therapeutic services for students and families. In the 2021-2022 school year, Gladstone High School partnered with Think Together to provide free after school program options for students and learning pods. In the 2021-2022 school year, Gladstone High School has continued its relationship with the Western Justice Center to offer peer mediation and conflict resolution as part of the school's focus on restorative discipline practices.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	244
Grade 10	254
Grade 11	236
Grade 12	249
Total Enrollment	983

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.0
Asian	1.4
Black or African American	1.3
Filipino	1.2
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	1.7
English Learners	18.4
Foster Youth	0.7
Homeless	5.6
Migrant	0.8
Socioeconomically Disadvantaged	83.2
Students with Disabilities	18.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	81.66	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	1.63	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.15	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	9.77	11.10	3.23	12115.80	4.41
Unknown	2.10	4.74	11.20	3.25	18854.30	6.86
Total Teaching Positions	45.90	100.00	346.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.40	
Total Out-of-Field Teachers	4.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013)	Yes	0
Mathematics	College Preparatory Math - Core Connections (2015)	Yes	0
Science	McGraw Hill Inspire - Earth, Physics, Biology, Chemistry (2019)	Yes	0
History-Social Science	Mc Graw Hill Impact: Principals of Economy & Principal of American Democracy World History Culture & Geography: The Modern World US History & Geography (2018)	Yes	0
Foreign Language	Vista Higher Learning - Descubre 1, 2, 3 (2016) Houghton Mifflin Harcourt - ¡Avacemos! Level 1, 2, 3 (2018) EM School - T'es Branche? Level 1, 2, 3, 4 (2018)	Yes	0

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance, Operations & Transportation office.

Gladstone High School provides a safe, clean environment for students, staff, and volunteers. Built in 1963, with modernizations made in 2005, the school sits on 39.4 acres. Facilities include a multipurpose room, library, cafeteria, 53 permanent classrooms, 15 portable classrooms, a recreation area, four computer labs, a gymnasium, tennis court, two baseball diamonds, and a football and track field. The facility strongly supports teaching and learning through its ample classroom and recreation space, and a staff resource room. In 2018 Gladstone High School's Enid entrance was remodeled to provide a more visually appealing space that clearly identifies the front of the school, adds additional student seating, and an ADA compliant ramp. Also in 2018, the technology infrastructure to provide internet service was upgraded to add capacity, to replace aging wires and switches, as well as increase the number of wireless ports.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. Site leadership are working with the district maintenance and operations department to resolve the poor ratings in the areas of interior surfaces, restrooms, and electrical.

During the day and in the evenings, 5 custodians and 1 groundsman ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

Year and month of the most recent FIT report

06-20-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students 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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	210	94.59	5.41	45.71
Female	116	110	94.83	5.17	55.45
Male	106	100	94.34	5.66	35.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	209	199	95.22	4.78	45.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	27	81.82	18.18	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	17	94.44	5.56	47.06
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	181	95.26	4.74	45.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	33	94.29	5.71	3.03

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	212	95.50	4.50	18.40
Female	116	111	95.69	4.31	20.72
Male	106	101	95.28	4.72	15.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	209	200	95.69	4.31	17.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	28	84.85	15.15	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	17	94.44	5.56	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	182	95.79	4.21	17.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	33	94.29	5.71	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.77	NT	17.48	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	458	439	95.85	4.15	17.77
Female	241	231	95.85	4.15	17.75
Male	217	208	95.85	4.15	17.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	425	409	96.24	3.76	16.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	58	92.06	7.94	0
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	9.68
Military	30	28	93.33	6.67	10.71
Socioeconomically Disadvantaged	375	360	96	4	17.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	79	70	88.61	11.39	2.86

2021-22 Career Technical Education Programs

Gladstone High School receives grant funding from the Career Technical Education (CTE) Incentive Grant, the K12 Strong Workforce Program, Specialized Secondary Program, and the state's Vocational Education Basic Grant Award from the U.S. Department of Education under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). These grant funds, as well as the District Local Control Funding Formula (LCFF) and general funds, help enhance and expand career technical education programs with the expectation that students will graduate college and career ready with recognized certifications, current industry skills gained through coursework, and work-based learning opportunities including internships, articulated coursework with the local community college, and/or transferable college credit leading to a baccalaureate degree.

In collaboration with the San Gabriel Valley Regional Occupation Program, Gladstone High School offers six career pathways in Patient Care (Health Careers & Medical Pathology), Emergency Response (Emergency Medical Services and Fire Technology), Public Safety, and Design, Visual, and Media Arts. All courses within the programs of study and course sequences are UC/CSU A-G approved. Key local business partners and organizations, including the K12 Foothill Consortium, NAF (formerly National Academy Foundation), and the San Gabriel Valley Economic Partnership, provide advice and direction to ensure that the curriculum, instruction, materials, and resources are relevant and current. Advisory meetings, organized as clusters within industry sectors, convene at least bi-annually. These clusters include Medical/Sports Medicine, Public Services, and Arts, Media, and Entertainment. Members of each advisory group include industry experts, teachers, business partners, and other stakeholders. The CTE program is supported by counselors, site administration, a career guidance technician, a site-based CTE coordinator, and the district director of college and career pathways.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	533
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.37
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	42.86

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.47%	97.47%%	97.47%	97.47%	97.47%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Gladstone High School. Parents and the community participate in English Learner Advisory Council (ELAC), School Site Council (SSC), Weekly Parent Workshops, California Association for Bilingual Educators (CABE) conference attendance, and Coffee with the Principal meetings are held monthly in the campus library and online. Parents serve as boosters to sports and co-curricular programs. Beyond the decision-making bodies for parent involvement, the school offers two parent nights for parents to interact with teachers to discuss student progress. The counseling department offers support for students and families with the college admissions and financing process.

Gladstone High School has its own Parent Involvement Policy consistent with Azusa Unified School District's parent involvement policy which is available on our website.

For more information on these opportunities, please contact Marlene Boragine, Community Liaison at 626-815-3634.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.1	10		6.7	10		8.9	7.8
Graduation Rate		96.8	89.2		89.8	87.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	241	215	89.2
Female	127	119	93.7
Male	114	96	84.2
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	221	196	88.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	41	27	65.9
Foster Youth	--	--	--
Homeless	32	25	78.1
Socioeconomically Disadvantaged	221	197	89.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	47	36	76.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1071	1036	307	29.6
Female	531	517	148	28.6
Male	540	519	159	30.6
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	2	13.3
Black or African American	13	13	4	30.8
Filipino	14	14	3	21.4
Hispanic or Latino	1000	965	290	30.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	2	25.0
White	17	17	6	35.3
English Learners	209	202	71	35.1
Foster Youth	15	10	5	50.0
Homeless	61	59	18	30.5
Socioeconomically Disadvantaged	907	878	265	30.2
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	197	191	65	34.0

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.15	1.54	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.10	4.48	0.03	3.17	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.48	0.00
Female	4.14	0.00
Male	4.81	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	23.08	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.76	0.00
English Learners	8.13	0.00
Foster Youth	40.00	0.00
Homeless	6.56	0.00
Socioeconomically Disadvantaged	5.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.15	0.00

2022-23 School Safety Plan

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

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee evaluates the plan annually and updates the plan as needed. The whole site team is involved in evaluating its own readiness to handle emergencies as well. The school site council reviewed and approved the school safety plan on October 12, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	29	16	12
Mathematics	23	20	18	8
Science	27	6	13	11
Social Science	22	16	13	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	52	12	9
Mathematics	19	23	21	3
Science	21	17	10	11
Social Science	17	26	8	12

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	81	12	5
Mathematics	15	44	14	4
Science	18	22	11	11
Social Science	13	48	8	12

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	338.97

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,984	\$1,284	\$4,700	\$77,305
District	N/A	N/A	\$5,180	\$87,765
Percent Difference - School Site and District	N/A	N/A	-9.7	-12.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-33.5	-7.2

2021-22 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides base funding to support the achievement of all students and Supplemental and Concentration funds directed primarily toward English Learners, low-income, and foster youth. The District receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English Learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P at high schools
- Career & Technical Education Pathways/NAF
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

In Fiscal Year 2022-2023, Gladstone High School federal and state supplemental funding supported struggling students in math and English, LTELs, and the development of services for a Newcomer cohort. Newcomers were supported by translating instructional materials where appropriate. Bilingual aides were provided to these students. Money was spent on family engagement and parent outreach. Supplemental funds were used in support of curriculum and assessment development to ensure at-risk students were receiving appropriate services. The development of career technical education courses, materials for the courses, as well as professional development for teachers of CTE courses were funded. Supplemental funds were used to support the school's Advanced Placement program, AVID program, and music and arts program. Title 1 and supplemental concentration funds were spent to support teacher training in Project Based Learning with faculty from High Tech High. Title 1 and supplemental funds were spent on supporting parent attendance at the California Association of Bilingual Educators as well as workshops provided by the Right Question Institute.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,778	\$52,478
Mid-Range Teacher Salary	\$80,518	\$80,810
Highest Teacher Salary	\$100,115	\$101,276
Average Principal Salary (Elementary)	\$122,516	\$127,080
Average Principal Salary (Middle)	\$130,831	\$134,264
Average Principal Salary (High)	\$139,478	\$147,200
Superintendent Salary	\$232,000	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	6
Foreign Language	3
Mathematics	1
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

The District annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2022, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

The professional development at the site level is driven by the school's WASC Action Plan that is aligned with the district LCAP and Single Plan for Student Achievement.

At Gladstone High School, the primary areas for professional development are to improve instructional practice, response to student academic and social-emotional needs, as well as safety techniques and procedures to ensure that all staff are ready for campus-wide emergencies. Over the last 3 years the certificated staff at GHS have received training in professional learning communities, specifically in the development of instruction, assessments, and systems of support to ensure that all students are successful in the classroom. Both certificated and classified staff have received annual training in ALICE techniques and strategies to ensure they are ready for an incident of unforeseen campus intrusion. The 2021-2022 school year is focused on developing capacity in meeting the needs of English Learners, meeting the social emotional needs of all students, revising grading practices to focus on equity and learning, and ensuring needs of students with disabilities are met.

The majority of professional development days occur on early student release days in certificated PLC meetings, monthly faculty meetings, and classified meetings. Most PD days last for an hour where teachers learn together and work together to improve classroom practice. Teachers are supported in their PD by peers, instructional coaches from the district, curriculum experts who support the adopted textbook materials, occasional consultants who support the development of PLC protocol use within academic departments, and administrative oversight and faculty meetings. The professional development opportunities occurred on Monday afternoons through online platforms such as Google Meets and Zoom. Additionally, the District has had ongoing support from TOSAs on a daily basis for teachers that have any concerns with distance learning. In the 2022-2023 school year, the team returned to in person professional development as well as some virtual professional development that occurred with consultants.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	55	56	57