



Gladstone High School

1340 N. Enid Ave. • Covina, CA 91722 • 626-815-3600 • Grades 9-12

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<https://ghs-ausd-ca.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Azusa Unified School District

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District Governing Board

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Educational Services**

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**Assistant Superintendent, Human
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School Description

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, 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 a number of options for all students to be college and career ready, including our Advanced Placement (AP) program, Early College Program, our Medical Academy, AVID, and other developing programs. 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. GHS is partnered with McKinley Children's Services to provide additional counseling and therapeutic services for students and families. In the 2019-2020 school year, GHS partnered with Think Together to provide free after school program options for students. Furthermore, during 2019-2020, GHS has partnered with LA County to launch a student wellness center to provide education and resources for students in the areas of social-emotional well being and healthy lifestyle support.

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 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	295
Grade 10	239
Grade 11	284
Grade 12	266
Total Enrollment	1,084

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	1
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0.2
White	2.8
Two or More Races	1
Socioeconomically Disadvantaged	83.4
English Learners	13.2
Students with Disabilities	15.7
Foster Youth	0.3
Homeless	8.1

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

Teacher Credentials for Gladstone High School	17-18	18-19	19-20
With Full Credential	50	48	40
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Gladstone High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Math - Core Connections (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill Inspire - Earth, Physics, Biology, Chemistry (2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Higher Learning - Descubre 1, 2, 3 (2016) Houghton Mifflin Harcourt - ¡Avacemos! Level 1, 2, 3 (2018) EM School - T'Esbranché? Level 1, 2, 3, 4 (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08-17-17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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] System, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	69	57	39	40	50	50
Math	24	27	28	31	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	24.4	19.7	17.6

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	268	99.63	56.72
Male	119	118	99.16	55.08
Female	150	150	100.00	58.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	243	242	99.59	56.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	221	99.55	53.85
English Learners	27	26	96.30	15.38
Students with Disabilities	29	28	96.55	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

Note: 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.

Note: 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	267	99.26	26.97
Male	119	118	99.16	30.51
Female	150	149	99.33	24.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	243	241	99.18	26.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	220	99.10	23.18
English Learners	27	26	96.30	0.00
Students with Disabilities	29	27	93.10	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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), Monthly Parent Forums and monthly Coffee with the Principal meetings are held monthly in the campus Parent Center. Parents serve as boosters to sports and co-curricular programs. Gladstone High School offers a series of workshops entitled College Knowledge Academy which is a 5 workshop series dedicated to preparing families to support high school students for high school and college admissions success. With the assistance of an LA County partnership, there will be an 11 workshop series on topics ranging from substance abuse prevention, healthy attitudes, sexual health, and parenting strategies.

GHS has its own Parent Involvement Policy consistent with that of AUSD which is available on our website.

For more information on these opportunities, please contact Rina Gonzalez, community liaison at 626-815-3634.

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.

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 lock down 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	4.7	4.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	285.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	1

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	29	10	20	22	26	13	21	21	25	13	16
Mathematics	20	10	9	1	22	23	14	13	20	27	9	16
Science	28	8	10	17	27	5	16	10	28	8	14	12
Social Science	22	17	8	15	23	16	7	19	23	17	11	8

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	43	45	50

At GHS the primary areas for professional development are to improve instructional practice, response to student 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 majority of PD days occur on early student release days in certificated PLC meetings that occur on early release Wednesdays and the occasional faculty-classified meetings. Most PD days occur between 45-60 minute long meetings where teachers learn together and work together to improve 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 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 early student release day opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics.

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 early student release day 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 three 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 is 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 2020, 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. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,541	\$49,084
Mid-Range Teacher Salary	\$75,981	\$76,091
Highest Teacher Salary	\$97,768	\$95,728
Average Principal Salary (ES)	\$116,390	\$118,990
Average Principal Salary (MS)	\$126,700	\$125,674
Average Principal Salary (HS)	\$139,662	\$137,589
Superintendent Salary	\$232,455	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

In Fiscal Year 2018-2019, GHS federal and state supplemental funding supported after school tutoring services for 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. Finally, funds were used to support the school's Advanced Placement program and AVID program.

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

Rate for Gladstone High School	2015-16	2016-17	2017-18
Dropout Rate	5.7	5.7	2.1
Graduation Rate	92.5	89.4	95.5

Rate for Azusa Unified School District	2015-16	2016-17	2017-18
Dropout Rate	6.3	5.4	6.1
Graduation Rate	89.7	88.2	89.7

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,053	\$981	\$5,072	\$73,286
District	N/A	N/A	\$5,489	\$84,887.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.9	-12.0
School Site/ State	-40.0	-3.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	595
% of pupils completing a CTE program and earning a high school diploma	3.36
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	7.7

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.6
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	36.2

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	14	21.7

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Gladstone High School is the recipient of a Career Technical Education Incentive Grant, Health Capacity grant, and a Specialized Secondary Program grant. In addition to district LCFF and general funds, these funds are committed to enhance and expand career technical education programs with the expectation that students will graduate college and career ready with recognized certifications and/or transferable college credit leading to a baccalaureate degree. The Director of College and Career Pathways supervises and supports the high school programs.

In collaboration with the National Academy Foundation (NAF) and the Regional Occupation Program (ROP), Gladstone High School offers four career pathways in Health Sciences and Patient Care, Information Technology, Public Services/Law Enforcement, and Automotive Technology and Hybrid/Electric Vehicle Design that are integrated with core academic courses to provide academic assistance and career relevance. Complete Programs of Study, including the course sequence leading to certification and post-secondary opportunities are available on the school's website. Key business partners and community members, including Northrop Grumman, City of Hope, the Chamber of Commerce and the San Gabriel Valley Economic Partnership provide advice and direction to ensure that the curriculum, instruction, materials, and resources are relevant and current.

The counseling staff, including four academic counselors, an Assistant Principal, and a career specialist provide group and individual guidance using the Naviance college and career portfolio that includes interest inventories, personality profiles, and college and career search tools. Students with special needs are provided additional assistance to ensure access and academic success. Students' course selections are guided by their interests and post-high school goals and plans.

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).

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. All Azusa Unified School District schools provide students with on-site internet access.