



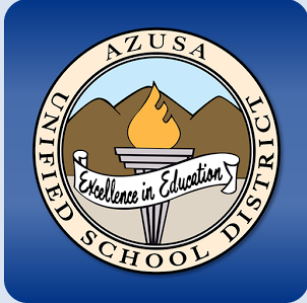
# Gladstone High School

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

Gabriel Fernandez, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Azusa Unified School District**

546 South Citrus Ave.

Azusa, CA 91702

(626) 967-6211

www.azusa.org

### **District Governing Board**

Gabriela Arellanes, President

Adrian Greer, Vice President

Sabrina Bow, Ed.D., Clerk

Xilonin Cruz-Gonzalez

Yolanda Rodriguez-Pena

### **District Administration**

Arturo Ortega

**Superintendent**

Dayna Mitchell, Ed.D.

**Assistant Superintendent,**

**Educational Services**

Jorge Ronquillo

**Assistant Superintendent, Human**

**Resources**

Latasha D. Jamal

**Assistant Superintendent, Business**

**Services**

### **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 2020-2021 school year, GHS partnered with Think Together to provide free after school program options for students and learning pods to address distance learning. Furthermore, during 2020-2021, 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	287
Grade 10	288
Grade 11	195
Grade 12	292
Total Enrollment	1,062

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	1.2
Hispanic or Latino	92.8
Native Hawaiian or Pacific Islander	0.1
White	2.8
Two or More Races	0.5
Socioeconomically Disadvantaged	83.3
English Learners	14.8
Students with Disabilities	16.8
Foster Youth	0.9
Homeless	5.9

## 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	18-19	19-20	20-21
With Full Credential	48	40	39
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Azusa Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	392
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Gladstone High School

Indicator	18-19	19-20	20-21
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 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	College Preparatory Math - Core Connections (2015) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	McGraw Hill Inspire - Earth, Physics, Biology, Chemistry (2019) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10-14-20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	40	N/A	50	N/A
Math	27	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**2019-20 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

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. Given the circumstances with Covid-19 and emergency school closure in the 2020-2021 school year, the school has offered a variety of virtual supports for parents to stay involved with GHS. For example, the school had a virtual back to school night, offers regular virtual FAFSA nights and counseling sessions for students with different needs. The school implemented a series of virtual listening sessions to focus on listening to the needs of GHS families and students. The bell schedule has a designated time period Tuesday through Friday where parents can meet with teachers in a virtual setting.

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 (School Year 2020-2021)

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. The school site council reviewed and approved the school safety plan on Oct 22, 2020.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	4.5	3.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.2	1.5	2.6
Expulsions	0.0	0.02	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	279.5

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.8

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	22	26	13	21	21	25	13	16	21	29	16	12
Mathematics	22	23	14	13	20	27	9	16	23	20	18	8
Science	27	5	16	10	28	8	14	12	27	6	13	11
Social Science	23	16	7	19	23	17	11	8	22	16	13	9

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	45	50	55

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

At GHS 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 2019-2020 school year focused on developing capacity in meeting the needs of English Learners, the integration of technology, and literacy strategies in all courses. During the 2020-2021 school year the staff was engaged in learning online platforms and applications essential to the delivery of online lessons in distance learning.

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. In the 2020-2021 school year 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.



**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,778	\$49,782
Mid-Range Teacher Salary	\$80,518	\$76,851
Highest Teacher Salary	\$100,115	\$97,722
Average Principal Salary (ES)	\$121,502	\$121,304
Average Principal Salary (MS)	\$130,013	\$128,629
Average Principal Salary (HS)	\$137,863	\$141,235
Superintendent Salary	\$238,033	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	6.0	6.0

\* 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**

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 2019-2020, GHS 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 and offering core classes in Spanish in Math and Science. 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.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Gladstone High School	2016-17	2017-18	2018-19
Dropout Rate	5.7	2.1	0.8
Graduation Rate	89.4	95.5	97.6

**FY 2018-19 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	\$87,388
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.9	-17.6
School Site/ State	-41.8	-7.8

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

Rate for Azusa Unified School District	2016-17	2017-18	2018-19
Dropout Rate	5.4	6.1	5.3
Graduation Rate	88.2	89.7	90.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	661
% of pupils completing a CTE program and earning a high school diploma	58.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9.5

### 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	98.31
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.89

### 2019-20 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	7	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	7	N/A
All courses	22	22

\*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).

### 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.