

# San Gabriel Unified School District

## Gabrielino High School

A California Distinguished School

"Pride, Tradition, Honor"



California Distinguished School  
2001

1327 South San Gabriel Boulevard  
San Gabriel, CA 91776  
(626) 573-2453  
FAX (626) 573-5089  
Grades Nine through Twelve  
Dr. Gene Murphy, Principal



## School Accountability Report Card 2004-2005

### Principals' Message

#### Board of Education

Cristina C. Alvarado  
Colleen T. Doan  
Lee H. Freeman  
Denise Menchaca  
Gary Thomas Scott, Ed.D.  
Jane Viera

#### District Administration

Gary E. Goodson, Ed.D.  
Superintendent  
Berjoui B. Koukeyan, Ed.D.  
Acting Superintendent,  
Educational Services  
Anne Welsh-Treglia, Ed.D.,  
Interim Assistant Superintendent,  
Educational Services  
Susan Naeve, Ph.D.  
Assistant Superintendent,  
Human Resources

As principal of Gabrielino High School, I'd like to welcome you to the 2005-2006 Annual School Accountability Report Card and thank you for taking time to explore it. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality educational program we offer.

Throughout this year, I have continued to be extremely proud of Gabrielino High School, its staff, students, parents, and community. With our school theme of, "And Then Some," we have stayed the course of continuous improvement. Building on our 2001 California Distinguished School success, we once again met our schoolwide growth targets on the 2005 California Standards tests, and in doing so raised our Academic Performance Index once again.

Our staff also has continued to work diligently to further align our curriculum to the State Content Standards, as well as integrating the new California High School Exit Exam concepts and our Expected Schoolwide Learning Results (ESLRs) into classroom instruction. Additional support and interventions for struggling students remain an ongoing focus of staff and administration alike. In addition to the Literacy Block for English Language Learners and our Special Education students, the Literacy and Math Lab continue to provide needed fundamentals for those Jefferson Middle School students promoted to the high school with support. While the school has accomplished a lot during the past decade - my challenge to staff and students this year has been to continue to build on our successes - not to be satisfied with status quo.

With Phase 2 of construction completed, we are gearing up for the completion of Phase 3. This phase is set for completion sometime in the Fall of 2006.

I continue to feel blessed to be working with such a supportive District staff and Board of Education, an outstanding administrative, teaching, counseling, and classified team, and a great group of young people and parents. Thanks for being a part of my life. I hope that you will find this report both informative and useful, and that you will feel free to call upon us at any time with questions that you may have regarding Gabrielino High School.

### School Mission & Theme

A Commitment to Constant And Never-ending Improvement (CANI)

2005-06 School Theme: "And Then Some"

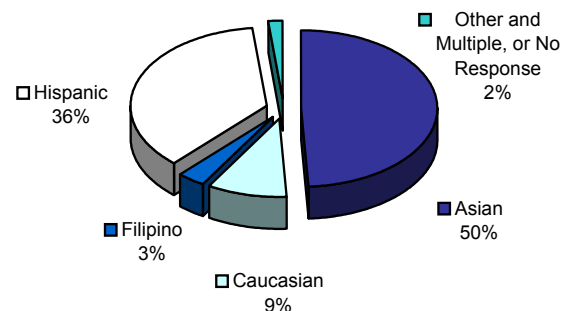
### Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the San Gabriel Unified School District educates more than 6,000 kindergarten through twelfth grade students in the diverse community of San Gabriel. San Gabriel is a city rich in history. Established in 1781, the San Gabriel Mission, which lies in the heart of the city, was the fourth California mission and is considered the birthplace of the Los Angeles region.

San Gabriel Unified School District is proud of its long tradition of academic excellence. There are currently five elementary schools (K-5), one middle school (6-8), one charter school (K-12), one comprehensive high school (9-12), and one continuation high school (9-12) in the District. San Gabriel Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Gabrielino High School, which operates on a traditional school calendar, served over 1,700 students in grades nine through twelve for the 2004-05 school year. The school, named after the Gabrielino Indians, who originally built the renowned San Gabriel Mission, was first established in 1994 and graduated its first senior class in 1998. Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each individual student. Gabrielino High School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience.

Enrollment by Ethnicity



## Discipline & Climate for Learning

Gabrielino High School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of Gabrielino High School's program of progressive and constructive discipline is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Gabrielino High School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of the school's discipline policies and individual classroom expectations at the beginning of each school year through a Student Handbook and at class level meetings. Rules are reinforced throughout the year with a strong emphasis placed on communication between the school and home. Teachers are expected to work individually with students to address discipline issues and refer more severe concerns to counselors and the school's Assistant Principals of Student Management and Activities.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Gabrielino High			SGUSD		
	03	04	05	03	04	05
Suspensions (#)	188	173	135	487	462	317
Suspensions (%)	8.0%	9.9%	7.7%	7.9%	7.4%	5.1%
Expulsions (#)	3	11	4	12	16	12
Expulsions (%)	0.2%	0.6%	0.2%	0.2%	0.3%	0.2%

## School Achievements

- California Distinguished School (2001)
- WASC Accreditation - six-year clear term
- Speech Team - Southern California Speech and Debate League (multiple-year competition winner)
- California Digital High School

## School Leadership

Leadership at Gabrielino High School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents. Principal Dr. Gene Murphy has led the school for seven years, backed by more than 25 years in education. Staff members and/or parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. Committees include: School Site Council, English Language Advisory Council (ELAC), Parent Teacher Student Association (PTSA), School Cabinet (Admin., Dept. Chairs, Office Manager), Athletic Boosters, and Band Boosters.

The School Site Council is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to discuss other relevant scholastic issues.

## School Attendance

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Absence reports are regularly reviewed by the school's two Attendance Clerks and parents are advised of absences through phone calls, letters, and parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board.

San Gabriel Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the District and members of the community, including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when

the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Gabrielino High School has a small percentage of dropouts due to a number of intervention programs that it has instituted:

- Counseling
- Student Attendance Review Board (SARB)
- Active Home-to-School Communication

	Graduation & Dropout Rates		
	02-03	03-04	04-05
Graduates (#)	305	338	328
Graduation Rate (%)	99.7%	98.7%	99.7%
Dropouts (#)	2	2	1
Dropout Rate (%)	0.12%	0.12%	0.10%

## Textbooks & Instructional Materials

San Gabriel Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Gabriel Unified School District held a Public Hearing on December 14, 2004, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. San Gabriel Unified School District follows the State Board of Education's six-year adoption cycle for core content materials, and the seven-year adoption cycle for textbook adoptions in foreign language, visual and performing arts, and health. Upon receiving various textbook publisher presentations, the committee evaluates each set of materials based on a District-developed Criteria For Evaluating Textbooks Rubric. The committee determines which materials are the most effective for meeting State and District educational standards and student needs. The District plans to adopt new Social Studies textbooks for all grade levels in the 2005-06 school year. A committee consisting of administrators and teachers from each school establishes selection criteria based on State standards, reviews instructional materials on the State list, and makes recommendations to the Board of Education for final approval.

The school's library, staffed by a full-time Librarian, full-time Library Aide, and a part-time Library Aide, is stocked with a large selection of books that are available for students to check out. These include materials in Spanish, Chinese, Vietnamese, and French. The library is automated using the Winnebago tracking software system. To assist students with research, the library subscribes to four different on-line services. Students visit the library on a regular basis and receive instruction on research techniques and library usage.

Textbooks		
Subject/ Adoption Year	Publisher/Series	Grade Levels
<b>Language Arts</b>		
2001	Heinle & Heinle - Voices in Literature	11th
<b>Math</b>		
2002	McDougal Littell - <i>Geometry</i>	11th
2002	Prentice Hall - <i>Pre-Algebra</i>	9th-10th
2002	Prentice Hall - <i>Algebra I</i>	11th
2002	Holt, Rinehart and Winston - <i>Algebra II</i>	12th
<b>Science</b>		
2001	Prentice Hall - <i>Biology</i>	11th
2001	Glencoe/McGraw - <i>Chemistry: Matter and Change</i>	12th
2001	Holt, Rinehart and Winston - <i>Physics</i>	12th
<b>Social Science</b>		
2002	American Guidance Services, Inc. - <i>United States History</i>	11th

Each classroom at Gabrielino High School contains two computers for student use and each teacher has a laptop. The computer labs each contain an additional 25 to 30 computers for student use. Computer

resources within the computer labs are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

## School Facilities & Safety

Gabrielino High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 13.97 acres. School facilities were built in 2000. Facilities are up-to-date and provide adequate space for students and staff. They span more than 189,650 square feet, and having recently completed a reconstruction project, the school includes 68 classrooms, five computer labs, a media center, a cafeteria, and an administration building. The school recently added a brand-new Broadcast and Recording Studio and Theatre. Other new construction projects include: installation of the football field track and lighting, parking lot and curb, basketball courts, baseball field fencing, dugouts and field irrigation and turf. Completion of all construction projects is scheduled for the summer of 2006. The facility strongly supports teaching and learning through its ample classroom and recreation space, and a staff resource room. The following chart displays the results of the most recent school facilities inspection information collected on May 25, 2006.

School Facility Conditions			
Date of Last Inspection: May 25, 2006			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Cleaning Process

The District governing board has adopted cleaning standards for all schools in the District. During the day and in the evenings, a team of two full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe.

## Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. San Gabriel 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. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

## Safety

Safety of students and staff is a primary concern of Gabrielino High School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a quarterly basis throughout the school year in cooperation with the San Gabriel Police and Fire Departments. Monitoring of school grounds is done by the school's three campus supervisors before, during, and after school, with additional assistance from administration and

student-staff advisors. All visitors must report to the school office, sign in, and obtain a visitor's pass before entering campus.

A Comprehensive Safety Plan has been developed by the school and District in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: Child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures, procedures for safe ingress and egress from school; sexual harassment policy; and dress code policy.

Gabrielino High School reviews the plan annually and updates it as needed. The plan was last updated and reviewed with school staff in March 2005. An updated copy of the plan is available to the public at the school office.

## Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2005-06 school year, the District budgeted \$480,000 for the deferred maintenance program. This represents 1.1% of the District's general fund budget.

## Deferred Maintenance Projects

For the 2005-06 school year, Gabrielino High School did not participate in any deferred maintenance projects. The District's complete deferred maintenance plan is available at the District office.

## Training & Curriculum Improvement

All curriculum development at San Gabriel Unified School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students meet or exceed State proficiency levels. The District's Curriculum and Instruction Council works with several subject matter specific committees to formulate staff development plans to meet district-wide goals, including implementing new textbooks and supporting new teachers. In order to ensure that the core curriculum at each school is consistent and aligned to State standards, the District utilizes a vertical and horizontal articulation process for curriculum mapping.

Staff development within the District addresses individual needs of teachers as well as broader school concerns. The District offers three buy-back days annually for staff development. After school workshops, in-services, professional conferences with guest speakers and consultants, and individual mentoring are methods by which professional development is delivered. During the 2004-05 school year, training centered on California Science Standards, Step-Up-to-Writing Program, and Sharing, Guiding, and Understanding Student Development. At Gabrielino High School, staff development focused on technology training and aligning curriculum with new textbook adoptions.

The District offers a program to support new and veteran teachers in their classroom skills and to ensure continued professional development. New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Beginning Teacher Support and Assessment (BTSA), a State-sponsored program for first- and second-year credentialed teachers, provides skills assistance over a two-year period.

## Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Gabrielino High School either met or exceeded State requirements specified in the California Education Code. For the 2004-05 school year, Gabrielino High School offered 180 days of instruction comprised of 170 regular days and 10 minimum days used for staff development, testing, Open House, and Back-to-School Night. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time annually. Gabrielino High School offered 65,580 minutes of instructional time in the 2004-05 school year.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	65,580



## Student Achievement & Testing

To attain accurate and valid measures of educational progress, Gabrielino High School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the San Gabriel Unified School District, multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program.

### No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to perform at or above the proficient level in English/language arts and math on the State's standards-based assessment by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3 % of High school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Gabrielino High School met all Adequate Yearly Progress requirements for 2005. Because the school does not receive Title I funding, it is not subject to Program Improvement mandates.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the **San Gabriel Unified School District Report Card**.

#### Federal Programs

	02	03	04
Recognition for Achievement (Title I)	<i>Not Applicable</i>		
Identified for Program Improvement	<i>Not Applicable</i>		
Exited Title I Program Improvement	<i>Not Applicable</i>		
Number of Years in Program Improvement	<i>Not Applicable</i>		

### Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

#### Adequate Yearly Progress

California Standards Test (CST)				
English/Language Arts				
Gabrielino High				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	<b>95%</b>		<b>22.3%</b>	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>A</sup>	Yes	Yes	Yes	Yes
Migrant Education	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

#### Math

Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	<b>95%</b>		<b>20.9%</b>	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>A</sup>	Yes	Yes	Yes	Yes
Migrant Education	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

<sup>A</sup>SED - Socioeconomically Disadvantaged

Only numerically significant subgroups are required to be reported.

#### API School Results

All Students	Base				Growth		
	2002	2003	2004		2003	2004	2005
Percent Tested	97	98	98	Percent Tested	99	99	98
API Score	681	724	747	API Growth Score	717	750	768
Growth Target	6	4	3	Actual Growth	36	26	21
Statewide Rank	7	8	9	Eligible for Awards	<i>Not</i>		
Similar Schools Rank	5	7	8	Eligible for II/USP	<i>Funded</i>		
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
Base API Score	639	695	728	API Growth Score	688	727	745
Growth Target	5	3	2	Actual Growth	49	32	17
<b>Asian</b>							
Base API Score	741	784	812	API Growth Score	768	811	826
Growth Target	5	3	*	Actual Growth	27	27	14
<b>Caucasian</b>							
Base API Score	722	755	748	API Growth Score	748	756	786
Growth Target	5	3	2	Actual Growth	26	1	38
<b>Hispanic</b>							
Base API Score	595	634	651	API Growth Score	633	657	679
Growth Target	5	3	2	Actual Growth	38	23	28

**\*Schools and subgroups with scores of 800 and above have met the statewide target and are expected to maintain that level of achievement.**

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass both components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the two portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the No Child Left Behind section of this card.

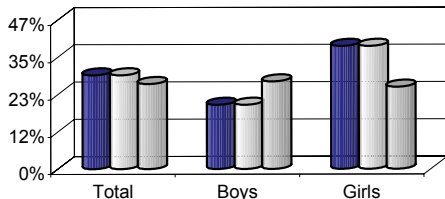
## California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education's website at <http://star.cde.ca.gov> or by speaking with the school principal. District level and state-wide scores may be found in **San Gabriel Unified School District's Report Card**.

## Physical Fitness

In the spring of each year, Gabrielino High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

**% of 9th Grade Students in Healthy Fitness Zone 2004-05**



## California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades three and seven only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

### California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Gabrielino High																								
	Language Arts			Algebra I			Geometry			Algebra II			World History			U.S. History			Biology						
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05				
<b>Ninth Grade</b>																									
All Students	53	58	59	29	39	33	39	52	68	83	91	79										77	81	82	
Females	56	61	67	30	33	28	40	49	68	79	87	71										75	82	79	
Males	52	55	52	28	45	37	38	55	69	87	94											83	80	88	
English Learners	21	16	31	23	33	30	26	33	50													45			
Non English Learners	66	73	70	32	41	34	42	56	72	82	90	82										79	85	85	
SED <sup>A</sup>	48	48	55	27	30	27	42	49	62	86	94											71	76	76	
Special Education	4	8	4			8																			
Asian	65	67	73	40	45	46	45	50	70	85	92	77										76	79	85	
Caucasian	58	66	61	29	35	41	27															91			
Filipino	69	67	71																						
Hispanic or Latino	35	43	43	14	34	22	15		60															85	75
<b>Tenth Grade</b>																									
All Students	42	51	52	13	6	19	14	13	29	36	31	52	40	47	57							54	38	47	
Females	44	55	52	6	10	19	14	10	18	35	33	49	34	45	50							48	37	45	
Males	40	46	52	20	3	19	13	16	47	37	27	55	47	49	64							62	40	49	
English Learners	8	10	10	13	4	25	13	7	13	22	31	13	13	18	24							28	17	22	
Non English Learners	56	64	70	12	6	14	14	15	33	37	33	58	51	57	70							60	46	57	
SED <sup>A</sup>	31	42	47	15	5	18	14	8	24	47	30	57	31	41	57							56	36	40	
Special Education	15	3	5	0	0	6							17	6	5							6	0		
Asian	52	60	61	31	19	33	22	15	30	41	36	55	51	61	68							58	48	60	
Caucasian	54	50	65		11		11		46		12		50	38	69							60	39	65	
Filipino	60	69	67										53	77	67										
Hispanic or Latino	27	36	34	7	0	12	5	13	22	36	15	33	22	29	36							45	27	28	
<b>Eleventh Grade</b>																									
All Students	39	38	48	2	0	10	4	16	14	18	11	21				51	48	61	41	25	36				
Females	42	39	52	0	0	16	8	11	7	15	9	23				51	45	60	43	24	34				
Males	36	38	44	4	0	6	0	19	18	21	14	17				51	52	61	37	27	39				
English Learners	6	5	3	5	0	18	0	11		24	15	5				23	20	19	7	2	25				
Non English Learners	52	52	65	0	0	0	7	19	12	15	9	25				62	60	76	60	39	43				
SED <sup>A</sup>	33	32	42	5	0	3	6	13	9	22	15	18				46	45	57	30	22	35				
Special Education	8	9	4	0	0	0										8	9	7				6	15		
Asian	47	47	56	8	0	19	12	20		25	18	23				54	56	71	63	42	55				
Caucasian	48	41	54							7						66	47	60				8	21		
Filipino	54	59	62													85	65	85							
Hispanic or Latino	21	24	33	0	0	6	0	11	4	17	7	17				38	36	42	18	15	25				

<sup>A</sup>SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### CAT/6 Norm Referenced Test 2003 and 2004 % At or Above 50th Percentile

Subject Area Grade Level Year Ending	Reading									Math											
	9			10			11			9			10			11					
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
<b>All Students</b>																					
Gabrielino	66	67		59	65		54	58		64	68		66	70		62	59				
SGUSD	66	66		57	64		51	56		64	68		65	69		57	56				
California	50	48		49	49		47	47		46	46		51	52		46	46				
<b>Subgroups</b>																					
Females	71	75		62	70		59	63		65	68		60	71		63	58				
Males	60	58		55	60		48	53		64	67		72	70		61	60				
SED <sup>A</sup>	62	56		50	60		45	57		62	64		63	69		62	59				
English Learners	37	31		21	27		15	26		46	48		50	58		44	40				
Non English Learners	77	80		74	79		70	71		71	75		73	75		69	66				
Special Education	14	17		23	14		8	13		11	12		15	6		8	4				
Asian	76	75		67	72		59	66		82	79		88	88		79	77				
Caucasian	70	77		69	65		70	61		68	73		69	71		60	48				
Filipino	92	80		73	85		77	71		62	80		80	85		54	59				
Hispanic or Latino	49	50		44	51		37	45		40	49		39	44		39	37				

<sup>A</sup>SED - Socioeconomically Disadvantaged

## College Preparation

Gabrielino High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by Princeton Review, San Gabriel Valley Consortium, San Gabriel Valley Medical Center, Cal State L.A., Pasadena City College, and East L.A. City College.

Gabrielino High School contains a Career Center that hosts an annual College Fair and provides students with a wealth of information in regards to colleges, universities, financial aid, and the application process. Students at Gabrielino High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' each semester. The adjacent chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
338	114 33.7%	6,522 63.5%	10,269

\* Duplicated Count (one student can be enrolled in several courses).  
Data from the 2003-04 school year is the most current available.

## Work Force Preparation

It is the goal of Gabrielino High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Gabrielino High School participates in the Regional Occupational Program (ROP), offering courses that identify State standards for Language Arts and Math, identify CAHSEE components, reinforce State and District standards, meet District elective credits required for graduation, and articulate to Pasadena City College for college credit. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

The Work Experience program enables students to earn credits while receiving on-the-job training. A counselor meets with students to develop academic courses of study based on students' career goals and interests. Speakers from the community, job shadowing, work experiences, use of technology, and career-related research projects are made available for students to heighten awareness of options for education, training, and employment beyond high school.

Career Technical Education (CTE) Courses at Gabrielino High School are evaluated based on mastery of ROP course proficiencies, course evaluation, and student assessments. The percent of ROP courses that are sequenced or articulated between the school and Pasadena City College is 75%.

Gabrielino High School's career-path and work experience classes include:

- Regional Occupation Program (ROP)
- Cal Works - Career Partners
- Workforce Investment Act (WIA)
- Applied Technology
- Visual Communications
- Electronics Technology
- Industrial & Technology Education
- Business Education
- Health Careers

## Advanced Placement

Gabrielino High School offered eleven Advanced Placement (AP) courses in 2004-05 for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# Classes	Enrollment
English	1	33
Foreign Language	2	51
Mathematics	1	27
Science	3	79
Social Science	4	123
Totals	11	313

## Scholastic Assessment Test (SAT)

Each year, students have the opportunity to participate in SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Through the school's College Preparatory Grant, SAT preparation classes are offered through the Princeton Review. Reduced-fee options are available for low-income students.

## Counseling & Other Support Services

It is the goal of Gabrielino High School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists are devoted to helping students deal with problems and assisting them to reach positive goals. The ratio of academic counselors to students at the school is 4:435.

## Community Resources

The District uses all available resources in the community to assist students in their emotional and academic development. Resources include: San Gabriel Hospital, Healthy Start Collaborative, Foothill Family Services Clinic BHC/Alhambra Hospital, FOCUS (Families of Children Under Stress), Asia-Pacific Family Counseling Center, Family Counseling Services of West San Gabriel Valley, Department of Child and Family Services, Pacific Clinic, Pasadena Mental Health, Santa Anita Family Services.

## District Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Number of Concentrators	Number of Completers	Completion Rate
Total Course Enrollment = 577	30	19	63%
	Grade 12 CTE Students		
	Number of Completers	Number Earning Diploma	Graduation Rate
	12	12	100%

## SAT I Test Results

	2002-03	2003-04	2004-05
<b>Grade 12 Enrollment</b>			
Gabrielino	346	385	366
SGUSD	457	515	514
California	385,181	395,194	409,576
<b>%Seniors Tested</b>			
Gabrielino	53.5%	46.0%	52.7%
SGUSD	40.5%	34.4%	37.5%
California	36.7%	35.2%	35.7%
<b>Average Verbal</b>			
Gabrielino	484	484	511
SGUSD	484	484	511
California	494	496	500
<b>Average Math</b>			
Gabrielino	536	554	552
SGUSD	536	554	552
California	518	519	522
<b>Average Total</b>			
Gabrielino	1,020	1,038	1,063
SGUSD	1,020	1,038	1,063
California	1,012	1,015	1,022

### Counseling & Support Services Staff

	Number of Staff	Days Available Per Week	Full-Time Equivalent
Counselors	4	5	4.0
Psychologist	2	2.5	1.0
Nurse	1	2.5	0.5
Health Aide	1	5	1.0
Speech/Language Specialist	1	2	0.4
Resource Specialist Teachers	4	5	4.0
Special Day Class Teachers	3	5	3.0

### Class Size

Gabrielino High School maintained a school-wide average class size of 29 students for the 2004-05 school year. The "Teaching Load Distribution" table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-22 Students			23-32 Students			33+ Students		
	03	04	05	03	04	05	03	04	05	03	04	05
English	25	24	26	40	41	27	39	34	35	6	9	11
Math	28	26	27	20	21	20	17	25	21	19	13	17
Science	28	30	30	3	1	3	27	22	24	2	11	8
Social Science	31	30	31	1	5	1	15	26	32	14	15	12

### Substitute Teachers

San Gabriel Unified School District does not experience problems finding qualified substitute teachers. In the rare event a substitute is not available, the students are dispersed among other classes. The District has approximately 109 substitute teachers available from its current pool of substitutes. The District requires all substitutes to have a Bachelor's degree and pass the California Basic Education Skills Test (CBEST). For the 2004-05 school year, approximately 15% of the substitutes in the District's pool were fully credentialed.

### Specialized Instruction

Gabrielino High School offers a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Gabrielino High School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The school offers honors and advanced placement classes to students in grades nine through twelve who are capable of or seeking higher levels of achievement. Extracurricular activities for advanced students includes speech, orchestra, and mock trial.

Gabrielino High School offers assistance and specialized instruction to students with special needs. Students who are identified as falling below grade level or performing below standards on assessments are assigned to a remediation elective course in addition to core courses and can participate in the school's Literacy Program and Afterschool Tutoring Program held twice a week. The high school's Peer Helping Program is available for students who need extra assistance with coursework; fellow classmates provide tutoring.

English Learners (EL) receive specialized services and instruction in an environment conducive to maximizing English learning. EL students receive in-class, leveled English Language Development (ELD) instruction in two section blocks.

The school offers a Resource Specialist Program (RSP) and a Special Day Class (SDC) Program for special education students. These students receive either sheltered instruction in the classroom or have sessions with a RSP or SDC teacher. For students who are mentally or developmentally handicapped and cannot participate in regular special education classes, a Special Education Local Plan Area (SELPA) funded day class is provided. Inclusion of Special Education students is maximized, depending on their

individual abilities, to provide them with learning opportunities in the least restrictive environment.

Gabrielino High School has access to the District's State-funded Healthy Start Program. The goal of the Healthy Start Program is to ensure that children receive the physical, emotional, and intellectual support they need to learn well in school, at home, and in the community. Healthy Start provides comprehensive and school-integrated services for identified Healthy Start children, youth, and families. Available services include tutoring and mentoring, English as a Second Language, food, clothing and shelter, health care, medical vision, dental, therapy and support groups, career counseling and job preparation, parent education, child protection, transportation, legal services, and dropout prevention.

### Teacher Assignment

San Gabriel Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Gabrielino High School had 65 fully credentialed teachers.

	Teacher Credential Status		
	2003	2004	2005
Fully Credentialed	52	62	65
Emergency Credentials	5	6	7
Interns	13	6	3
Waivers	0	0	0
<b>Total Teachers</b>	<b>70</b>	<b>74</b>	<b>75</b>
Teaching Outside Subject	0	0	5
Average Years Teaching	8.6	9.4	10.0
Average Years in District	4.9	5.4	6.3

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	14	8	9
Vacant Teacher Positions	0	0	*

*\*2005-06 data unavailable at the time of publication*

### NCLB Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered compliant no later than the end of the 2005-06 school year. Minimum qualifications for compliance include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 88.6 percent of core academic classes at Gabrielino High School were taught by NCLB compliant teachers. San Gabriel Unified School District is working to ensure all of its teachers in core subject areas are NCLB compliant.

	Teacher Education Levels 2004-05	
	Gabrielino	SGUSD
Doctorate	3.6%	1.5%
Master's Degree +30*	12.0%	12.0%
Master's Degree	25.3%	20.7%
Bachelor's Degree +30*	31.3%	44.0%
Bachelor's Degree	27.7%	25.9%

*\*Indicates additional hours above and beyond degree.*

### Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated at least once annually and tenured teachers are evaluated at least once every two years. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations.



Evaluation criteria are based on the California Standards for the Teaching Profession and include engaging and supporting all students in learning; creating and maintaining effective environments for student learning; understanding and organizing subject matter for student learning; planning instruction and designing learning experiences for all students; assessing student learning; and developing as a professional educator.

## Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which State comparison fiscal data is available), San Gabriel Unified School District spent an average of \$6,743 to educate each student (based on 2003-04 audited financial statements). The table below provides a comparison of the school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Gabrielino High Total Expenditures Per Pupil	Gabrielino High Expenditures From Restricted Sources	Gabrielino High Expenditures From Unrestricted Sources	District Expenditures Per Pupil from Unrestricted Sources	California Expenditures Per Pupil from Unrestricted Sources
\$4,173.03	\$337.09	\$3,835.94	\$3,884.21	*
<b>% Difference Between Gabrielino High and:</b>			-1.24%	*

\*Data not available at the time of publication

In addition to general fund State funding, San Gabriel Unified School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$1,471 per student in Federal and State aid for the following categorical, special education, and support programs:

- Education for Economic Security Act (EESA)/ Math & Science
- Special Education
- Drug/Alcohol/Tobacco Funds (Prevention Education)
- Vocational and Applied Technology Education Act
- Regional Occupational Program (ROP)
- Gifted and Talented Education (GATE) Program
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Class Size Reduction
- Peer Assistance and Review Program
- Charter Schools Categorical Block Grant
- Healthy Start

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having between 5,000 and 9,999 average daily attendance throughout the State. The table below illustrates the average teacher salary at the school and compares it to the average teacher salary in the District and throughout the State.

Average Teacher Salary			% Difference Between Gabrielino High and:	
Gabrielino High	SGUSD	California	SGUSD Average Teacher Salary	California Average Teacher Salary
\$55,560	\$54,814	\$56,059	-0.1%	-3.0%

## Community Involvement

Parents and the community are very supportive of the education program at Gabrielino High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Cal State Los Angeles
- School Site Council
- L.A. County Public Works Dept.
- Boosters
- PTSA

## Contact Information

Parents who wish to participate in Gabrielino High School's leadership teams, school committees, school activities, or become volunteers may contact Dr. Gene Murphy, Principal at (626) 573-2453.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	SGUSD	State Average
Beginning Teachers	\$33,529	\$36,407
Mid-Range Teachers	\$59,465	\$58,063
Highest Teachers	\$70,682	\$70,826
Elementary Principals	\$90,476	\$88,349
Middle School Principals	\$92,066	\$93,865
High School Principals	\$107,817	\$101,660
Superintendent	\$130,260	\$137,619
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.05%	43.56%
Administrative Salaries	6.20%	5.84%