SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Gabrielino High School

**1327 S. San Gabriel Blvd.
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San Gabriel Unified School District**

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Preface

Gabrielino High School embraced the WASC Self Study process following the last full WASC visit in 2012. Focus Groups have been meeting twice per year since the last full visit. The Focus on Learning has been a constant by adopting three key measurements and revisiting at least once a year with the whole staff. The measurements have been (1) the percent of Hispanic students graduating UC/CSU A-G eligible and (2) the number of non-grads who are identified as English Learners. The school also initiated two new groups that review, analyze and share data: The Data Team and the ELD Team. Involvement of all stakeholders has been consistent across the span of last visit to now, including two WASC co-chairs, buy-in from all stakeholders, annual meetings with classified staff, and this last year witnessed the addition of parents to focus groups. Data collection was conducted via a school-wide survey in the spring of 2017; 50% of the student body responded. A team of staff interviewed students to garner insight and ask clarifying questions.This input was utilized to modify the plan.

Common Core Standards guide the school's curriculum. Department pacing plans and department aligned grading practices are utilized. There are limits on space and course availability particular to AP science courses. AP Chemistry placement at this time is done by lottery. This information is posted. Graduation requirements are set by the School Board and may not have changed in many years. Constant and Never-Ending Improvement has been adopted by GHS which summarizes the expectations for student behavior in the categories of learning, participation, and citizenship. This information is shared at the start of the school year via teacher syllabus and during class meetings on the second day of school each year. Student Learning Outcomes are reviewed annually by staff at the beginning of the school year year.

GHS has analyzed data about students and student achievement using a collaborative process recognized by the state of California, which resulted in GHS being recognized as a Gold Ribbon School. The model practice recognized involves closing the academic achievement gap between Hispanics and Asian students, and also between English Learners (EL) and English Only (EO) students. The practices exemplified include Behavior RTI, the ELD Team, and the Data Team. Through the focus, suspensions have decreased, however mental health issues are on the rise. Many changes have occurred to assist EL students in graduation. Classes have been added and curriculum adjustments have been made, while the SIOP model has been implemented district-wide.

There is two-way communication from the ELD and Data team meetings to all faculty. Representatives bring data for discussion and summaries are sent to the whole staff regarding key discussion points. WASC focus groups meet twice a year and Focus Groups update evidence. Data analysis occurs, examination of the list of non-grads, and the percent of graduates disaggregated by race are shared. The School Site Council develops the Single Plan for Student Achievement and they are privy to progress monitoring updates on the action items, including the ELD Team and the Data Team. Changes have been made to incorporate more parent involvement by hosting ELAC meetings throughout the year. Meetings are conducted once in Chinese and then again in Spanish. Translators are utilized in each language during schoolwide informational meetings. The assessment of the entire school program and its impact on student learning in relation to the SLOs, academic standards, and ACS WASC/CDE criteria is accomplished by the ELD Team, the Data Team, and the departments examining the list of non-grads and the percentage of graduates, disaggregated by race, that are UC/CSU eligible.

GHS embraced the six areas of growth from the previous WASC full term visit and provided a progress status report. Data has been examined routinely, interventions have been developed and implemented, AP and Honors courses have expanded, benchmark assessments have been developed, refined, and implemented across all academic courses, completion rates for UC/CSU A-G requirements have improved, and a long-range action plan has been created to address the school's needs.

Student Learning Outcomes:

The SLOs are posted in classrooms. The posters were created by students in the VAPA program. Teachers at Gabrielino work diligently to develop lessons and practice that will help all students make progress towards eventual mastery of the SLOs.

- Every student will demonstrate growth over time in all content standards and supplemental performance assessments.
- Every student will have a career/academic plan, be employable, and prepared for employment expectations.
- Every student will be technologically literate and able to function in a technological society.
- Every student will be able to communicate effectively and work collaboratively.
- Every student will be able to show evidence of critical thinking, creative problem solving, and data analysis.
- Every student will show evidence of personal accountability, responsibility, and involvement within a culturally diverse community.

Chapter I: Progress Report

The educational landscape during Gabrielino's last full self-study in 2010 was different from the one we have today in 2017-2018. State proficiency exams have changed, GHS has now integrated the new state Common Core Standards, CAASPP Assessments now support annual SBAC exams, funding patterns and state accountability measures have been incorporated under LCFF and LCAP.

In 2010, Gabrielino's goals and related action steps were:

Objective #1: Every tenth grade Gabrielino student will score proficient on the English and math portions of the CAHSEE. This test has been canceled as it is no longer utilized by the State of California to determine High School Proficiency.

Objective #2: Gabrielinos API score will grow by 10 points, 845 to 855. The API score is no longer utilized nor calculated by the State of California, however action steps were implemented towards this goal in varying amounts. Classroom observations were to be conducted with feedback on specific school wide professional development goals provided to teachers. Feedback to teachers through data and professional development was to be provided. An examination of student work was to be done that focused on student's meeting the learning objective. Benchmark assignments were to be created in content areas, two per year, uploaded into Data Director with departments then reviewing the data in order to revise the benchmark assessments and assess student need. A banked-time schedule was to be proposed and teachers were to participate in training to support the transition to Common Core Standards. During the last six years, a variety of observations approaches have been tried, including Walk'bout strategy where administrators were trained to use data collection tools, peer observations via the Data Team, and the exploration and training of the Instructional Rounds protocol, currently used by four teachers and two administrators. The data collected from these rounds will inform future professional development. GHS has experienced training on learning and language objectives, through SIOP and UBD training, with many teachers incorporating this into their practice and posting language and learning objectives on the board. Many students are asked to interact with these objectives at the beginning of the period, but in some cases, teachers are still struggling with language objectives. Benchmark assessments have been created and revised numerous times to align with the curriculum. GHS successfully incorporated banked time into their schedule beginning in 2013-14. And lastly, teachers have incorporated Common Core Standards into their curriculum, instruction, and assessment, supported by a robust district initiative.

Objective #3: Close the Achievement Gap at Gabrielino High School, specifically between Asian and Hispanic subgroup populations. The co-teaching model was an identified strategy to support closing the achievement gap, and models were tried, however only three classroom models exist currently in biology, chemistry and an 11/12 Algebra I. ELAC now meets with breakout groups based on Spanish and Mandarin language needs to support parents. SIOP training has provided all teachers with support to incorporate Language objectives and student to student engagement strategies to increase speaking, reading, writing and listening skills. Writing is a focus. The development of the Data Team has examined student work and provided date to departments for change. Grading practices have changed and additional strategies have been incorporated, like restorative math, in order to address the student's needs and as a result of the Data Team conversations. AVID, although expected to expand, was cancelled due to recruitment and costs. Parent Seminars are available approximately eight times per year to assist parents in understanding the components of high school and provide information about college. Aeries has been an online grading tool adopted school wide by teachers that allows students and parents to check progress. As a result, the achievement gap has lessened, but this is an area that continues to need addressed.

Objective #4: Each Gabrielino student will be exposed to a variety of post-secondary options and will have the opportunity to develop a four-year plan. Naviance is utilized for the four-year planning whereby

students update their electronic web-based plan in the College Prep Transition Course and when they meet with their counselor in the spring. The College and Career Center continues to be a vibrant source of support through CASH for College, college rep visits, and access to career explorations. The revitalization of the college Prep Transition Course allows students to fully explore Naviance and create their four year course of study. CTE options are available.

Objective #5: Gabrielino High School will provide an educational environment which fosters mutual respect and a desire to learn for all students. This environment will be safe and free from bias and bullying. Gabrielino's anti-bias/anti-bullying policy continues to be relevant and the school's Gab Week was held for the seventh year in a row with the theme of "Kindness." Pizza with the Principal became the re-incarnated "Student Forum," and meets twice a year. Counselors in tandem with the nurse still utilize the Brief Intervention Protocol, and the Renaissance Rally is a huge celebration every year.

Objective #6: Gabrielino will align its teaching and learning objectives with the Expected Student Learning Results. Although an action item called for revision and updating of the ESLRs, it was determined that the GHS community wanted to maintain the 1998 ESLRs. The school has not examined student work through the lens of the SLOs.

Gabrielino had a mid-cycle visit in 2015. The visiting committee validated the work that Gabrielino had done and did not add any new critical areas for growth.

Chapter II: Student/Community Profile

Gabrielino High School is an award winning high school in the San Gabriel Unified School District. Named in honor of the Gabrielino Indians who built the famous San Gabriel Mission Gabrielino High School is the first and only comprehensive high school in the SGUSD. The school has grown to incorporate stellar programs and parent groups, strong curriculum, and an excellent track record of WASC accreditation. The GHS SPSA goals are aligned to the District's LCAP. Schoolwide SIOP training has been completed and the school currently boasts a 1 to 1 technology ratio.

Gabrielino HS consistently serves approximately 1750 students with a majority of Asian and Latino students. Approximately 55% of students are eligible for Title 1, however the District has opted not to accept Title 1 funding for Gabrielino High. The community is approximately 61% Asian, with over half of this population identifying as first generation immigrants. Approximately 54% students qualify for free and reduced lunch. GHS is supported by a very active School Site Council, PTSA, Athletic and Speech Booster organizations as well as the San Gabriel Education Foundation (SEF).

Students enrolled in GHS speak a total of 78 languages. The most common language, other than English, are the Chinese Dialects, with 490 families speaking Cantonese, Mandarin or ChaoZhou. Spanish is spoken by 231 students and 105 speak Vietnamese, which has declined in recent years. In 2017-2018, 19% of students were classified as ELL, with 40.5% being Fluent English Proficient, and 40% classified as English only. Over the last three years, there has been a 13% decline in the number of ELL students on campus. GHS works to ensure communication with families is a priority.

The GHS graduation rate in 2017 is reported by the school as 92.79%. A portion of the non-grads were ELD students. In 2017 the number of students reportedly going to college was 97%, up 1% from 2016. GHS is focused on ensuring growth in the percentage of students graduating with A-G requirements. Shifts have been made in science to align curriculum to A-G requirements while providing support for students that may struggle. Gabrielino High School offers 18 AP courses in multiple subjects. Students are expected, and usually do, take the end of the year College Board approved AP exam. Financial assistance is available to students who qualify for free and reduced lunch. In the 2016-2017 school year 1,525 exams in 19 different subjects were administered to students. The number of exams taken has increased 30% while enrollment in AP courses has increased 25% over the last three years. To provide access to all students, there are minimal requirements for students to enroll in AP classes. Because of high demand in the area of AP science enrollment is done by lottery, however with the additional of a new building, the student demand for AP science will be able to be accommodated. The number of students taking the SAT test is increasing every year; in 2017 the average score was 1179, with 70% of students meeting both benchmarks. A CTE audit resulted in a new plan for CTE pathways, with the hope that more students will be career ready after high school. Partnerships with local colleges have led to improvement in CTE pathways. GHS's special education population is approximately 8% of the overall student population. The program is comprehensive and includes severely handicapped students and students with specific learning disabilities. GHS's Sp Ed students are underperforming compared to the general education students, but also in comparison with students with disabilities in surrounding districts and when compared to the state of California. GHS is looking to increase the inclusion model and expand the collaboration model.

The Gabrielino Data and ELD Team have been monitoring the D and F rate with the intention of seeing a decline. Although a variety of strategies have been implemented, including SIOP training, 1 to 1 technology, UBD, EDI, tutoring and others, the data from Fall of 2014 to Spring of 2017 suggests that there has been limited change in the D's and F rates. During the visit, a Fall 2017 mark report determined that the D and F rate had significantly declined by approximately 14%. GHS continues to work on closing the achievement gap, especially with Hispanics who have been consistently at an approximate fail rate of 60% over the last three years, the results as of first semester 2017-2018 show that number near 43%.

Year	Total Grades	Total # D/F Grades	% D/F Grades	D/F Grades Hispanic Students	% D/F Hispanic Grades
2016-2017 Spring	**10,215**	**1,336**	**13%**	**766**	**57%**
2016-2017 Fall	10,132	1,210	12%	701	58%
2015-2016 Spring	10,054	1,305	13%	792	61%
2015-2016 Fall	9,997	1,024	10%	655	64%
2014-2015 Spring	10,117	1,330	13%	790	59%
2014-2015 Fall	10,123	1,145	11%	682	60%

The percentage of students attending college continues to remain in the high 90's. Even though students are not required to meet A-G requirements in order to graduate, the percentage of students meeting A-G eligibility continues to increase. For Asian students, 6% more students achieved A-G status compared from June 2014 to June 2017. For Hispanics, 8% more students, for a total of 33%, achieved A-G status compared from June 2017 to June 2016. Both groups declined a bit from 2016 to 2017.

UC/CSU a-g Eligibility (LCFF Priority 4)

Year	# of Seniors (end of year)	# of Asian Seniors	# of Hispanic Seniors	# of Asian Students a-g Eligible	# of Hispanic Students a-g Eligible	% of Asian Students a-g Eligible	% of Hispanic Seniors a-g Eligible
June 2017	452	265	129	180	42	68%	33%
June 2016	415	223	137	165	51	70%	37%
June 2015	449	281	118	175	35	62%	30%

June 2014	489	291	149	183	38	62%	25%

Gabrielino students have consistently done well on the CAASPP tests; however data shows a drop between 2016 and 2017. Staff believes it is an error in data, because 2017 is more consistent with 2015. This unusual pattern makes it difficult to analyze results. It continues to be an area of improvement, particularly for the students with disabilities, ELD students and Hispanic population. The percentage numbers of met or exceeding standards for these groups are exceedingly low. Measures have been taken in the classrooms to help students achieve better results.

Gabrielino has been proactive in educating students and staff about anti-bullying and anti-bias policies. The school has started a program called "Gab Week" where they focus on promoting a safe and welcoming environment. Gab week includes lunchtime activities and classroom lessons created by the teacher incorporating the chosen theme for that week; the 2017 theme was "think kindness". GabTalks are lunchtime presentations done in the theater by a volunteer student or staff member modeled after TedTalks. These allow the Gabrielino community to come together and learn. In February 2018 the GabTalk theme was passion. Student surveys, ASB, focus groups and student forums conclude that staff and students generally feel safe and supported at Gabrielino.

The critical learner needs identified by GHS call for a closure of the achievement gap, more effective tutoring/support for students, and a higher completion of UC/CSU A-G rates. GHS has placed a special emphasis on Hispanic students, special education students, and English Learners as groups that need strategic support. These identified critical learner needs are of high importance according to the analysis and disaggregation of the data at the time of the report.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1.   Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Gabrielino High School maintains its original vision and mission statements. The Vision statement is "Building upon the strengths, talents and passions of all students," and the Mission statement is "The mission of Gabrielino High School is a commitment to Constant And Never-Ending Improvement (CANI)."

Both of these are based on the community's goals and have remained the same for over ten years. The current school community feels that the Mission and Vision continue to reflect their values and goals. Teachers use instructional time at the beginning of the year to go over the school's expectations, including Mission and Vision, with their students.

While the Mission and Vision have remained the same for over ten years, this has been a conscious decision by the staff as they feel that these still reflect their goals for their students today. The school is exploring the idea of re-writing the Schoolwide Learner Outcomes, which also stand as originally written when the school opened. If they do this, they will create a process that involves students, staff, families, and community input.

At Gabrielino High School, students, teachers, and parents demonstrate an understanding of the vision, mission, and school expectations. These are conveyed to the community through the WASC Student Committee, School Site Council, PTSA (Parent Teacher Student Association), ELAC (English Language Advisory Council), and the Hispanic Parent Group.

Gabrielino is working towards improving attendance at its ELAC meetings. In 2016-2017, they changed their approach by having the first ELAC meeting of the year be a formal presentation. This meeting is held in the theater with simultaneous translation through headsets with both Spanish and Mandarin/Cantonese translators. The rest of the meetings are smaller and more informal, and are now held separately, usually back-to-back the same evening. The purpose is to meet the needs of the parents in a more individualized manner, and create a more personalized environment.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The district board governs under the California Ed Code. The Governing Board allows each school site to

follow the "site based management model". With the district administrative team, the school board is responsible for approving Gabrielino's budget, and its SPSA (Single Plan for Student Achievement).

During the registration dates, parents are informed about different school governance opportunities such as School Site Council, PTSA, San Gabriel Educational Foundations (SEF), and athletic boosters. The administration visits all ELD classes with district translators to personally invite students to the ELAC meetings and provide the students with letters/flyers to take home to their parents to encourage them to attend.

The district has an ongoing, yearly process for review of the LCAP which involves representatives from different stakeholder groups. This process includes review of the LCAP's district goals, as well as the Eight State Priorities.

The School Board has established Uniform Complaint Procedures. The form to submit this is available on Gabrielino's website, and is available in the school's primary demographic languages.

A3.   Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

The Data Team reviews a wide range of student achievement measurements. The Data Team/WASC Action Plan Team developed two '"Touch Stone"' measurements:

      (1) the percent of students who graduate UC/CSU a-g eligible

      (2) the number of non-grads that are English Learners

      This data was then shared with the staff at the start of the school year to ID trends and departments continue the discourse.

The ELD team examines English Learner student achievement measurements and advises regarding the most appropriate placement of students. Some changes that were made with the help of the Data and ELD teams were the elimination of Integrated Science and the resulting requirement that all 9th grade students take Biology and all 10th graders take Chemistry. Also, the school added an ELD 4, an L-TEL support course, an ELD 1 Intro to Econ and Government course, and a Spanish for Spanish Speakers level 2 and 3 (for L-TELs or English Learners)."

School counselors monitor students' progress. Any student with a grade or a D or an F on a progress report is called in for a meeting with their counselor. Strategies to help the student get back on track are discussed and implemented.

The following data is considered in the process of creating the Single Plan for Student Achievement: bullying, attendance, college and career readiness needs and standards, student assessment and performance. This data is discussed for this purpose during School Site Council, Data Team meetings, staff meetings, cabinet meetings, and WASC committees

One third of Gabrielino teachers are involved in additional collaborative teams beyond department and focus groups. The administrative team has regular meetings, which include the principal and three assistant principals, with discussions about policy and procedures for the school, student management issues, and long-term and strategic planning. The Cabinet, which consists of department chairs, provides input and guidance to the administrative team, and helps establish policy and procedures. Teachers within each department determine pacing and content guides, establish grading policies and procedures, and collaborate on day-to-day instruction, projects, and long-term planning.

The Data Team meets five times a year and is comprised of teachers and administrators. For the 2017-2018 school year the Data Team temporarily became the WASC Action Plan Team.

The ELD Team is comprised of ELD, social science, and science teachers; a site administrator, and a counselor. The committee works on curriculum, course adoptions, student policy placement, program progress, and the implementation of schoolwide SIOP strategies.

The MTSS Team consists of administrators, counselors, the nurse, the school psychologist, the school nurse, and the part-time social worker meet monthly to discuss student situations to promote collaboration and communication both to solve problems and prevent them from occurring.

Gabrielino has the following internal systems of communication: daily bulletin; schoolwide internal calendar; reservation system for locations on campus (gyms, theater); staff handbook; counseling handbook; slack. com for teachers to post lesson plans to website; Remind App for communication during emergency drills

Currently they are working with district staff to develop guidelines when responding to a student safety situation (suicide or attempted suicide). The MTSS group developed unofficial guidelines for a response plan.

At this time there is no formal protocol for resolving differences between staff members. Usually issues are resolved through collaborative groups, union representatives, and/or speaking with an administrator.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

SGUSD is the lead agency for the multi-district BTSA/Induction program for new teachers in San Gabriel Unified. New teachers are introduced to the district and school policies and procedures. New teachers who are qualified for the BTSA/Induction program participate during their first two years, and can earn their Clear Credential by successfully completing the Induction program. BTSA/Induction mentors provide new professionals support and guidance. Usually, BTSA/Induction mentors are seasoned teachers from Gabrielino who teach in the same content area as the new teachers.

All teachers are observed informally throughout the year. First and second year teachers are formally evaluated each year. Senior teachers in good standing may opt to be formally evaluated every three years. The administrative staff provides support in the areas of instructional practices, classroom

management, and additional areas as needed.

Each year, the administration creates a POP goal, based on the SPSA, to be used as one of the POP Goals during the formal evaluation cycle. Staff members set two additional goals based on their own perceived needed areas of growth, with input from the administrator in charge of the staff member's evaluation.

Any teacher who is found to need additional support during the formal evaluation process can be referred to the district's Peer Assistance and Review (PAR) program. In this program, teachers receive one-on-one mentoring from a highly skilled teacher, additional time and support to refine instructional practice, and remedy any deficiencies.

There is ongoing professional development on different topics/strategies on which teachers can base their professional goals.

A formal orientation for new hires is conducted through the district's Human Resources department. Teachers new to Gabrielino also participate in several days of orientation prior to the start of their first year. They are also enrolled in the district's BTSA/Induction program, and assigned a mentor teacher.
Teachers receive their class rosters a couple days before students arrive at school and are given time to work with their department—usually two afternoons prior to the start of the instructional year.

All teacher assignments are reviewed annually by departments and administration in order to ensure that every teacher is placed in the best setting and providing students a quality learning environment.

All staff are required to complete mandated reporter training at the start of every year.

The staff handbook is available to teachers through a shared file and a hardcopy of the handbook is given to each newly hired staff member. Emails are sent to the staff with any updates or important information. Monthly meetings and department meetings serve as a means of communicating to the staff important operational or policy changes. Electronic versions of the emergency plan procedures and expectations are located in the GHS shared folder.

Gabrielino has had professional development in using district database tools, how to support students with mental health issues, technology to enhance student learning, ELD Team Language Objectives training for staff, Instructional Rounds, data analysis, and ELD training in SIOP.

Through the work of the Data Team, non-UC/CSU a-g compliant courses such as Integrated Science I and II were replaced by Biology for all 9th grade students and Chemistry for all 10th grade students after it was determined many students failed to complete the UC/CSU a-g requirements. Additionally, new courses in Social Science were added.

Core content courses are taught by teachers who are credentialed in that subject; electives and specialized programs and courses are taught by teachers who are credentialed in their subject.

The principal and members of the administration team visit classrooms for informal observations. Temporary staff are evaluated yearly; permanent staff are evaluated every other year; permanent staff with more than 10 years of experience have the option of electing to be evaluated every 3 years—provided they have had fully satisfactory evaluations in prior years. The evaluation process in SGUSD includes the development of a "performance objective plan" (POP) Administrators meet with each

12

evaluated teacher to develop these goals.

The schoolwide POP goal this year is: "I expect to see: Evidence that my "in class" targeted interventions are having a measurable, positive effect on six selected students with D or F grades.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

GHS's financial resources and decisions are first based on the district LCAP, second the SPSA, and third site-based priorities. The academic standards and college/career readiness standards are embedded in the SPSA. The school's vision, mission and schoolwide learner outcomes align with the SPSA and LCAP. Decisions are driven by the school's data and by student needs, which then allows the School Site Council, Administration, and Cabinet to decide where resources are allocated. The plan is then shared with faculty and staff and the Governing Board for approval. These allocations are recorded in the School Site Budget Allocation, which cross-references the district LCAP goals, the SPSA goals, the funding sources, and how those monies will be used. Departments are allocated funds to use each year to support their instruction. Departments use these monies to support student academic needs. Each department decides how to use the department's allocation.

The District and the school participate in yearly audits for attendance, ASB, boosters, and PTSA. Monthly meetings take place between the principal and the school's Office Manager to review expenditures and ensure that the budget is being followed.

Gabrielino's facilities are adequate for students learning needs and support their educational program. The facilities are safe, functional, and well maintained. The facilities reflect Gabrielino's Schoolwide Learner Outcomes, Mission, and Vision statements. The campus includes a full College and Career Center, Student Center, and Media Center.

An additional building for science labs, student restrooms, and a multi-purpose room are expected to open in the 2017-2018 school year. During this construction, the school staff and students are being kept safely separated from the construction site. Additionally, the noise level is minimal. There is also a new snack/ticketing booth building being built adjacent to the football stadium, with additional student restrooms included as well.

During the yearly facility safety audit, Gabrielino addressed all substantial findings which include:

1. The PA system is not working in the band room. The school has accommodated this need by providing the teacher with a radio, and this is used when needed. This is a temporary solution because the existing music facilities are scheduled to be demolished and replaced, but this project has yet to break ground. The music program will temporarily relocate to the new multi-purpose room in the new B building being constructed on campus.
2. Defibrillators have been added to the nurse's office and one in the trainer's area adjacent to the athletic field.
3. There were concerns about classroom doors that could only be locked from the outside of the classroom. Staff would need to exit their classroom to be able to lock the door. The district responded to this safety concern and now all classrooms have been equipped with locks that can be locked from the inside.

13

Departments are allocated a set of funds to use each year to support instruction. These funds purchase supplemental materials, instructional tools, and student consumables. Each department has the ability to decide how to use and appropriate their department's allocation. Requests for more expensive items can be submitted by teachers or departments to the administration and SSC. GHS works with the District to to adopt and purchase textbooks.The District has adopted a one-to-one student to technology initiative in each classroom. Funding for replacement is funded by the school.

Teacher opportunities are available to attend and participate in professional growth that will help them remain current on growing trends in education. Trainings are also offered on-site and at the District level, such as SIOP and technology training. AP Summer Institutes are also attended by staff. Staff members have the opportunities to share their practice during collaborative time.

The LCAP and SPSA are aligned and reviewed annually by the School Site Council. The plan is reviewed by the governing board and the staff for approval. The plan addresses the objectives of the school through the purchase of resources, such as technology for a 1 to 1 environment, College and Career Readiness activities, intervention classes, increase in enrollment in AP classes and provide tutoring, parent training related to College and Career Readiness, instructional material purchases, CTE pathway classes, a variety of intervention strategies, coursework for Spanish Speakers, and secondary counselors to decrease student to counselor ratios.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):
- Consistent and clear leadership and messaging from administration.
- Decision making is a shared responsibility between the school site and the district.
- Access to technology has greatly increased. Chromebooks or iPads are available in all classrooms.
- District guided hiring practices and staff development.
- Stakeholders participate in various forms in the decision making process at Gabrielino.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):
- Improved collection, management, analysis, and use of student work data to support student learning outcomes.
- Continue improving communication between the stakeholder groups.
- Increase communication with English Learner families in order to increase their involvement and attendance in ELAC and parent workshops.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Parent, student, and staff Interviews; classroom visits; student achievement data; School Action Plan; Vision, Mission, and School-wide Learning Outcomes; School Site Council; School Plan for Single Achievement (SPSA).

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?.

Gabrielino High School's cabinet, department chairs, ELD, Data and Instructional Rounds teams lead the charge in the use of current educational research related to curriculum design and frequent analysis of student data to maintain a viable, meaningful instructional program that prepares students for college, career and life. Gabrielino has led the district charge in addressing identified student needs, specifically the preparation of all students for life beyond high school. In 2013-2014, cabinet selected the text **Explicit Direct Instruction** written by John Hollingsworth and Sylvia Ybarra from which the staff focused on the staff understanding and implementation of the sixteen elements of explicit instruction. Beginning this school year, staff is continuing their professional development in regards to curriculum design by reading **Understanding By Design** by Grant Wiggins and Jay McTighe. Though the **Understanding by Design** was introduced to the staff this year, already there is obvious emerging school wide incorporation of "backwards planning" in the currlicar pacing guide.Other school wide curricular foci include in the incorporation of the SIOP strategy, posting of the learning objective, in all courses to further assist in language acquisition, and preparation for the rigor of college prep courses for all students.

Programs of study such as AP, Career Technical Education, Special Education and English Learner all use educational research to develop and deliver curriculum to meet the needs of student in each program. Core classes are aligned to California State Standards with an emphasis on communication, collaboration, creativity, and critical thinking.
As Gabrielino transitioned to NGSS, there was extensive collaboration between a teacher on assignment and the Science staff. It was determined that there was not a need for a major revision of the Science pacing guides as key elements of NGSS such as inquiry labs and crosscutting concepts were already present. CTE courses are aligned with pathway standards and collaboration with local community colleges is underway to expand amd establish more career pathways. AP courses are approved by college board and taught in a rigorous manner providing students the opportunity to develop and showcase their critical thinking, collaboration, writing and speaking skills.

Gabrielino High School continues to use the SLO's as a guiding force for curricular decisions. The SLO's are implicitly taught as they are embedded in the curriculum pacing guide, specifically in performance tasks and real world application. Each of the core departments have common pacing guides, benchmarks and end of the unit performance tasks/assessments. Gabrielino is in the initial stages of cross departmental collaboration with teachers as individual teachers are working with others informally to discuss and pilot curriculum integration such as the use of a common rubric for English and Social Studies.

Gabrielino High School College and Career Center technicians and Guidance counselors have worked to develop strong community relationships and course articulation with local community colleges and trade schools in addition to larger colleges and universities. Gabrielino is currently revising their CTE program to offer courses that lead to certification and to meet the changing needs of the students/community.

Students are provided with the opportunity to explore several post high school options through the use of Naviance and College/Trade Fairs and military presence.

Staff is constantly striving to provide students with the most relevant, rigorous and engaging curriculum and tasks. In addition to analyzing student performance on standards, students are given an exit survey at the end of courses to provide formal feedback about curriculum which staff utilize to inform curricular changes.

B2.   Access to Curriculum Criteria

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Gabrielino High School provides students the opportunity to explore and develop their future goals in a safe environment with the guidance and support of the staff. The Gabrielino High School counseling and career center offices are vital to providing all students with access and opportunities to learn about postsecondary options through individual four year plans and the use of Naviance. Naviance is utilized for students to create and monitor their 4 year plans, sign up for college visits, apply for scholarships and complete college applications. College, military and trade representatives are a regular in the career center and present at College/Trade fairs.

CTE course offerings have recently been adjusted to meet the needs of the students and community. CTE courses are articulated with local community colleges with standard required certifications being the goal. Students desiring to take a CTE course not offered at GHS are able to enroll in the desired course at neighboring high schools. Real world career exploration occurs in the CTE pathways as students are taking coursework that leads to industry certification. A club that has evolved from the works of the CTE advisory committee is the Architecture Construction Engineering (ACE) club where local workers from the industry mentor students providing them with field trips to job sites and leading them in the attainment of skills necessary for the industry.

The Freshman College Prep Transition course provides students the opportunity to explore careers and select the appropriate course of study to reach goals through the use of Naviance to develop a 4 year plan and conduct research. There is open enrollment in AP courses, allowing all students to pursue a rigorous course of study.   Great efforts have been made to provide EL students access to complete a-g course of study particularly in science with plans to expand into other core departments. There is a need to provide Special Education students with the access to a rigorous, relevant and coherent standards aligned curriculum that contains real world experiences particularly in the core content areas.

The curriculum embeds rigorous, relevant and coherent real-world applicable content for all students that are not EL or Special Education . The real world application is most evident in the common performance tasks that are completed at the end of each unit or semester dependent upon the content area.

Online curriculum is available via APEX to provide students an alternate path to meet the graduation requirements based upon student needs. Parents and students in collaboration with counseling and administration form the IEP or 504 team to cohesively provide students with the opportunity to meet academic goals as outlined in the IEP or 504. School wide, the collaboration between students and staff as it pertains to the development and monitoring of college and career goals is most evident in the use of Naviance in the College Prep Transition course and by counselors during the once per year individual meeting. Counselors are able to use student feedback in identifying the focus of information presented to students by grade level in large group settings.

There are ample opportunities for parents to be involved in the development of the educational and post high school goals.   Primarily, through the Individualized Education Planning meetings, parents in collaboration with staff and students are able to determine goals that are monitored. Parents are able to

monitor student progress through the use of Aeries and are encouraged to work with teachers and counselors if students are struggling. All parents are invited to attend Back to School night, Open house and parent seminars to stay abreast of what students are expected to do and how they can best support their student. Parents are invited to serve on many committees and made to feel welcome though the multiple languages that information is shared and most impressively the UN style translation system available at all parent functions Specific strategies and programs implemented by Gabrielino to facilitate transitions to college, career and other postsecondary options include the Freshman College Prep Transition course, enrollment of nearly all students into A-G courses, the use of Naviance for college/career exploration, college and career fairs

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):
- Teachers, supported by administration, have freedom to choose curriculum ensuring that curriculum maintains its relevance to student needs.
- Teachers use a variety of supplemental resources and instructional strategies to make concepts accessible to students.
- The majority of students have access to rigorous and relevant standards aligned curriculum.
- Emerging school wide use of student data to guide curricular changes.
- Creation of CTE Advisory Council to review current programs with an eye towards growth in CTE offerings.

Key issues for Standards-Based Student Learning: Curriculum (if any):
- Teachers in collaboration with administration need to continue the work of implementing CSS, NGSS, Math and ELD SIOP implementation.
- Working together with teacher leaders, the administration needs to follow up and monitoring the implementation of instructional strategies that were collaboratively agreed upon to address the academic needs of all students.
- Expand access to rigorous, relevant and coherent curriculum for Special Education students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Parent, student and staff interviews; curriculum pacing guides; content standards (Career Technical Education, English, Math, Next Generation Science Standards, Social Science and Visual and Performing Arts); curriculum frameworks (ELA/ELD); classroom visits; articulation agreements; student achievement data; master schedule

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

At Gabrielino High School, student learning is focused on the achievement of academic and college-readiness standards, as well as the school's Mission and Vision. While the Mission and Vision have remained the same for over ten years, this has been a conscious decision by the staff as they feel that these still reflect their goals for their students today. The school is exploring the idea of re-writing the Schoolwide Learner Outcomes, which also stand as originally written when the school opened. If they do this, they will create a process that involves students, staff, families, and community input.

In the last few years, Gabrielino High School's ELD Team and Data Team have played a key role in reviewing student success and making decisions around course offerings and schoolwide instructional practices. For example, the school made a change to eliminate non A-G science courses in the general education environment, moving all 9th graders into Biology and all 10th graders into Chemistry. This change was a result of data analysis and discussion on the Data Team around student performance and the achievement gap therein. The school district has conducted professional development for teachers in SIOP (Sheltered Instruction Observation Protocol), and GHS's ELD Team has worked to help teachers implement the learning and language goals from that training.

Gabrielino High School has made efforts to increase access to challenging and relevant work for students identified as underrepresented in the SPSA plan through its counselors encouraging those student to take an AP course. The number of Gabrielino High School students who are enrolled in AP courses and are taking AP exams has risen in recent years. The percentage of students taking an AP course has risen from ~32% to ~40% over the last three years. The number of total AP exams taken by Gabrielino High School students has increased by almost 20% from the 2015-2016 school year to the 2016-2017 school year. Approximately 50% of the AP exams taken at Gabrielino High School qualify for the Free and Reduced Lunch Waiver. This percentage has not changed significantly in the past three years. Gabrielino High School has a small number of inclusion/collaborative courses, found in the science and math departments. The existence of the courses in science stems from the elimination of the Integrated (non A-G) science courses previously offered.

Some students are aware of the standards/expected performance levels that they must achieve. Many teachers post lesson objectives as a result of EDI (Explicit Direct Instruction) training in the last few years. This year, teachers have broken these objectives into separate content and language objectives, as a result of the training in SIOP they have received. A driving purpose behind the language objectives is to ensure that ELL students are gaining the needed language proficiency skills alongside the content curriculum. Some teachers review these goals daily with students before beginning the lesson.

Teachers use checks-for-understanding such as exit slips, think-pair-share, Google Classroom question forums, and random questioning, which in addition to informing the teacher also help students to understand the learning goals they are being expected to achieve. Learning units end in assessments such as exams, performance tasks, and projects. World Language teachers utilize writing and speaking exams frequently. English teachers use performance tasks in lieu of unit exams regularly. Some teachers use rubrics that are aligned to the content standards in order to provide students an understanding of how to demonstrate proficiency in any given project.

Most teachers at Gabrielino High School differentiate instruction using student grouping, various scaffolds, and technology. Teachers are experimenting with and implementing new differentiation techniques, such student grouping in math classes, with varying levels of success at increasing student performance. The World Language teachers were trained in TPRS (Teaching Proficiency through Reading and Storytelling), and use its methods to help all students access the learning. Accommodations and modifications for students with 504 plans and IEPs are followed by teachers. Some Gabrielino High School teachers, particularly in math in science, differentiate through allowing students opportunities to do test corrections. All students in the Algebra Readiness, Algebra 1, and Geometry do test corrections on any tests on which they score 70% or lower. Science teachers allow students to "correct for information," which allows students to recoup around 70% of the total points on the test.

Gabrielino High School has almost achieved a fully 1 to 1 ratio, which they use to help differentiate instruction. This is primarily with Chromebooks, though there are some other devices, such as PC laptops and iPads. In most classrooms, the student learning experience is differentiated with the help of digital tools and resources such as videos, interviews, Podcasts, and Skype. Most teachers at GHS use Google Classroom; consequently, students are comfortable navigating and using Google Classroom to work together and complete assignments. Students also use technology to create presentations, projects, write their essays, and for in-class activities.

C2.   Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

There is a range of use among Gabrielino High School teachers as far as integrating technology as a tool in the delivery of curriculum. Some teachers use technology almost daily. Primarily, the technological tools utilized at Gabrielino High School are Chromebooks, document cameras, and digital projectors. Technology is used for several functions to increase the engagement of Gabrielino High School students - to allow students an easy avenue to review and learn from previous work, to provide a different medium to supplement the new content being presented, to enable students to work on demonstrating their learning in digital and sometimes collaborative ways, and to allow them the opportunity to do additional research on the topic at hand. Specifically, teachers at Gabrielino High School use tools such as Google Classroom, Edlio, the Gale Subscription Database, Kahoot, Socrative, Edmodo, Skies, and YouTube.

Teachers at Gabrielino High School have had access to professional development through district trainings on strategies for the use of technology in the classroom. Some have also attended the Arcadia Summer Summit, where they were trained in research-based instructional practices with the application of technology. The school also has access to support and training from a Site Technology Coach. In addition to occasional staff-wide technology trainings, the coach is also available for departments who request additional training (such as during a late-start Wednesday department meeting).

Many teachers at Gabrielino High School have taken strides in the past years to make learning more student-centered, through the use of tools like Google Classroom, student-directed projects, student grouping, and performance tasks. Science teachers, in shifting towards NGSS, are pushing students to explore and create in the lab setting. Math teachers are increasingly asking students to talk to and teach elbow partners and groupmates regarding the learning goal at hand. Examples of student-centered performance tasks that students at Gabrielino High School are asked to complete are plays, speeches, competitions, research presentations, and community projects.

To ensure equitable questioning of students, teachers at Gabrielino High School use strategies such as

Kahoot, handheld whiteboards, popsicle sticks, and randomizer apps. The implementation of these strategies to randomize student questioning came in part as a result of the EDI training staff received.

Students at Gabrielino High School are guided in the use of graphic organizers, thinking maps, Cornell notes, and Google Drive in order to help them organize and access their prior learning. In some cases, they gather and create knowledge through group projects, portfolios, presentations, and competitions. Some classes allow students to research, discover, and invent knowledge on their own, such as with socratic seminar discussions, English and social science research papers, lab experiments, creating original pieces and constructing sets in visual and performing arts, and coding programs in CTE classes. Departments approach the ascertaining of their students' ability to think, reason, and problem-solve differently. Some allow for student work that shows these things, such as lab reports, research papers and process essays, and the development of argument and solution proposals.

Students at Gabrielino High School sometimes use technology to assist them in achieving the academic standards. For example, students collaborate in Google Docs, create Educreations videos in math, use Google Classroom to address question prompts, employ a variety of technological tools in science labs, and Skype with industry professionals in art. Due to the relatively recent addition of Chromebook carts for many teachers at Gabrielino High School, student ability to use technology to assist in their learning - and teacher ability to guide this - is changing significantly from semester to semester.

Textbooks continue to be used as a primary resource for student learning at Gabrielino High School; however, students do experience a variety of beyond-the-textbook activities, materials, and resources. Examples of activities include performance tasks such as a Personal Finance Project in Economics, labs in Science, and argument/position presentations in English and Social Studies. Examples of materials and resources include math lesson videos, primary sources used in Social Studies, and professional interviews used in the arts and CTE. Students are also asked to complete research-based projects and essays that push them beyond the information in their textbook. In AP classes, teachers use questions published by College Board to supplement the textbook. The newly-formed Instructional Rounds Team, which consists of four teachers and two administrators, is able to observe students accessing resources and materials beyond the textbook, and then shares these observations out to the rest of the staff via email.

Gabrielino High School has some structures in place to ensure that students have access and engagement with career preparation activities. The primary two venues for this are the College and Career Center and CTE pathways. The College and Career Center utilizes Naviance for students to plan for their future and for students to sign up for College and Career Center experiences. Occasionally, the College and Career Center hosts presentations and question-and-answer sessions with professional organizations and unions. Once per year in the spring, they hold a College and Career Training Fair, which is advertised to students using Naviance and ASB school announcements. They also occasionally organize field trips to career-related conferences and events. Students who want to take classes that cannot physically be offered at GHS, such as auto or welding, can go to the College and Career Center to get assistance in enrolling at other school locations for these classes. Two years ago the school created a CTE Advisory Council made up of parents, teachers, and community members, which is tasked with looking at the current CTE offerings and pathways. Some departments, such as Science and Visual and Performing Arts, integrate explicit education about career awareness and opportunities into their curriculum. Other opportunities exist; students partaking in the Journalism class take a field trip to the Los Angeles Times, and students in the Youth in Government program get to shadow city officials.

20

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Teachers have been trained in the Explicit Direct Instruction model and Sheltered Observation Protocol as school foci, and utilize content objectives, language objectives, and additional checks for understanding as a result.
- Students use technology daily to organize their learning, access resources beyond the textbook, and apply their learning to the real world.
- Data and ELD Teams review student work and work with staff on suggested instructional practices.
- Access to challenging curriculum for Gabrielino students has increased, as shown by all 9th graders taking Biology and an approximately 8% increase in number of students taking AP classes.
- Site Technology Coach to assist teachers in implementing new strategies with 1 to 1 technology.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Continue to improve the system by which student learning results related to the adoption of new teaching strategies from schoolwide professional reads are monitored and reported back to Cabinet.
- Through professional development and team collaboration, continue to increase teachers' capacity to:
    1. differentiate instruction using student-centered learning models
    2. leverage the 1 to 1 technology ratio to improve student ability to engage in relevant tasks for relevant audiences, collaborate, inquire, and research.
    3. leverage 1-to-1-enabled digital assessment to more easily create and analyze data-rich formative assessments to inform instruction.
- Continue to expand student access to career exploration and preparation such as job shadowing, internships, apprenticeship programs, regional occupational programs, guest speakers, and community projects.
- Increase the participation of underrepresented students in AP courses, and the supports they receive to be successful in that environment.
- Continue conversation as a school around daily content and language objectives in order to increase the number of teachers who clearly communicate these to their students on a daily basis.
- Expand opportunities for special education students to take collab classes.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Conversations with members of site leadership team, conversations with teachers in focus groups, observation of teaching and student work, conversations with students in classroom environment, conversations with students in both days of student group meetings, student projects, student survey, conversation with Counselors, master schedule, self-study report.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

Gabrielino High School uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to all school community stakeholders. Teachers use multiple assessment practices, both formative and summative, to evaluate their students' learning at the classroom level.

For students learning English, ELD level diagnostic assessments are used as a tool to help determine student placement. There are procedures in place to adjust student placement based on student or parent requests or by recommendation of the ELD committee.

Data on state and AP testing is collected by administrators and it is used to create goals for the school year. Assessments are disaggregated based on ethnic groups and students with disabilities to ensure that the needs of students are met. Data collected from a variety of assessments has led Gabrielino to focus on improving college and career readiness for all students.

Analysis of data also indicated that English language learners, Hispanic and/or Latino, and SED students are scoring below the school's average level in state testing and in their a-g completion rates. To better serve these students new courses have been created and additional tutoring support has been provided. In addition, the data reveals that students with attendance issues are Hispanic and/or Latino and SED students. Gabrielino is addressing this through traditional progressive discipline. In addition, the Data Team, ELD Team, and the MTSS Team have drilled down on this data in order to address concerns. Students have been identified based on their interests so that they can be integrated into the school community and connected to the campus through programs offered at the school that are aligned to their interests. Finally, Gabrielino now has an SRO and social worker to work with these students.

Gabrielino uses Aeries as their student information system. Teachers use this system to record student grades and both students and parents have real-time access to grades and attendance information. Teachers provide updated student progress reports every five weeks and progress reports are mailed home as well. Teachers have begun to use IO Education assessment system which is a data management system that is used to record assessment results and generate reports that can be analyzed to help improve instruction. The software provides students feedback on exams and teachers can analyze question responses by various demographic characteristics.

Counselors regularly monitor student progress through individual meetings with students twice annually and this also includes academic planning. Counselors meet with students who receive D/F grades at the end of each grading period. Additionally, students and teachers are able to arrange a meeting with a counselor to discuss issues that may be impeding student progress.

All departments have assessments that are aligned to the state standards and/or incorporate the Four Cs—critical thinking, creativity, communication, and collaboration. Some departments are further along than others in this process. Social science has adjusted their assessments to the new framework and implementation of NGSS is in the preliminary stages. Gabrielino staff regularly monitors student progress on these assessments and provides interventions if needed. Schoolwide, these include teacher tutoring,

Tongva Tutoring, or referral to Academic Advisory. The school is in the initial stages of investigating different scheduling options where intervention can be done during the school day. At the classroom level teachers use the data from their assessments to provide individualized or small group instruction to assist struggling students.

Student achievement and success is also shared with other stakeholders including the PTSA, booster organizations, SSC, and the school board. It is also conveyed through the daily bulletin, the school marquee, and on the school's website.

Gabrielino uses a variety of processes to appropriately inform stakeholders regarding student achievement. In general, Gabrielino is proficient at informing all stakeholders about student achievement. However, there is still room for growth, and in particular the school could improve how well student success is communicated with the community at large.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

Teachers regularly employ a variety of formative and summative assessments to evaluate student learning. Teachers use these findings to modify instructional practices as needed in order to improve student learning. Over the last five years the staff has completed two professional reads and several professional development activities to gain insight on how to accurately assess student learning through various instructional techniques that facilitate informal assessment during lessons.

Teachers monitor student achievement through the use of formal and informal assessments in order to adjust their curriculum and instruction on an ongoing basis. These assessments provide data for teachers that is discussed in subject team meetings, department meetings, cabinet meetings, staff meetings, and in committees such as the ELD committee or with the Data Team. In their meetings teachers analyze data to identify where students struggled and showed mastery. Departments not only review performance data, they examine how it reflects mastery for the SLOs, state standards, Four Cs, and department goals and/or initiatives.   The addition of late start days has helped to move this process forward, although teachers regularly collaborate outside of these meetings.

Teachers often use formal assessments at the end of a lesson such as multiple choice and essay exams. Some departments have created and aligned performance tasks to their content standards as well as the state standards. The frequency with which students complete performance tasks varies by department and subject, but students complete at least one performance task per semester Informal assessment strategies during lessons include direct questioning, random questioning, the use of clickers, instant surveys, whiteboards, quizzes, presentations and exit tickets.

Gabrielino has made a more collective effort in recent years to create a standardized process for collecting student feedback to gauge their understanding the expected level of performance. A survey was given in 2017 and a WASC student group was created. According to the survey, most students agreed that teachers clearly communicate their expectations, with 61% of students strongly agreeing/agreeing that their teachers have high expectations of them. Some teachers have students complete surveys of their instructional experiences in courses but this is inconsistent throughout departments and is an area where the school can improve.

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Student achievement data is analyzed and monitored by the administration and reported to parents, the Board of Education, teachers and students. Curriculum planning and school planning is presented to all stakeholders. For example, the district board approves any school goal and necessary steps to reach the goal. Data is also monitored by the School Site Council, shared with the PTSA, and with students in grade level meetings. Stakeholders participate in evaluating the data in order to determine the actions needed to improve student progress.

Teachers and administrators also serve an integral role in the evaluation of data. Information presented in board meetings, professional development sessions, and cabinet meetings is brought back to department meetings to determine the best instructional practices to meet student needs.

Departments monitor student progress through diagnostic tests, quizzes, unit tests, performance tasks, and benchmarks. If the data demonstrates students are not meeting these standards the departments may use the data to create goals within the department and in some cases the effectiveness of the curriculum is analyzed to determine if modifications are needed.

Gabrielino is effective in utilizing data from standardized assessments for English and mathematics, although there is room for growth in how this data could be best used in other subject areas to improve student performance. CAASPP data is most often utilized by English and mathematics to make informed decisions about curriculum, instructional approaches, and student placement in courses. The English department is also investigating the use of interim assessments to be used as another data point. Data showing that students did not perform well utilizing primary source documents led the social science department to incorporate them into their instruction; difficulty with word problems led the science department to do the same. Science also uses the data for student placement and to group students so that effective student support can be provided.

The Data Team, the ELD committee, and administrators examined data that noted EL students, SED students, and Hispanic students are scoring below the overall proficiency levels on the CAASPP in both English and mathematics and that the a-g completion rate for these subgroups was lower as well. Thus, Gabrielino has noted the need to focus on working to provide these subgroups with more support and opportunities to succeed.

Assessment results and data collected and analyzed of the past three years has led Gabrielino to implement several interventions for students including the College Prep Transition course for 9th graders, Academic Advisory, collaboration protocols, tiered course levels in ELA/ELD, intervention staff with specialized training, appropriate placement for students with IEPs, and alignment of the SST process with tiered interventions to establish baseline indicators of students at risk.

Analysis of data by the ELD committee led Gabrielino to add additional courses in both social science (Intro to Government) and science (Conceptual Physics) that have both provided more accessibility for the ELD population to fulfill both graduation and/or a-g requirements. The school has also eliminated Integrated Science and all students now take Biology (9th grade) and Chemistry (10th grade), which satisfy the a-g requirement. The new science sequence benefits all students in improving a-g compliance.

The district has provided beginning SIOP training and the ELD Team is leading further professional

24

development for the staff. The visiting committee has noted that every teacher now has content and language objectives in their classroom and use them to review and reinforce what is being learned. The ELD team has undergone SIOP training and is continuing training with the goal of continued implementation with the staff. Other components of SIOP such as interaction and strategies are beginning to be implemented in classrooms as well.

A group of three teachers and two administrators are being trained this year in the Instructional Rounds Protocol. Gabrielino is specifically looking at whether students are reading, writing, speaking, and listening across all content areas and if this is the result of the intentional use of language objectives. The data from these walkthroughs is being shared with all teachers so that all staff can learn about best practices that may be utilized in their classrooms. The data from these classroom visits is also being used by the administration to refine the school's instructional focus and to guide their planning of professional development activities.

State testing at Gabrielino is coordinated by an administrator who trains teachers on procedures and protocols; AP exams are overseen by a special coordinator, counselors, and a group of specialized proctors. Protocols for testing are reviewed with staff and all are trained on security, distribution, and administration in advance of testing. In general classroom settings teachers take the necessary steps to ensure that all exams and testing environments are secure so that the integrity of assessments aren't jeopardized.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):
- The Data and ELD Teams examine student achievement data on a variety of assessments in order to drive the instructional program and the professional development activities of the staff. The analysis of this data is appropriately disseminated to all departments so that teachers are able to appropriately plan their instruction.
- All courses have California State Standard or CTE Standard aligned common assessments, and all incorporate the Four Cs.
- Teachers use a wide range of both formative and summative assessments to assess student learning.
- Gabrielino is assessing its its instructional program through the use of Instructional Rounds in order to highlight best practices for all teachers and to drive the school's professional development activities.
- Gabrielino has created built-in collaboration time into their school schedule to facilitate the examination of student data and to make modifications to the instructional programs.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):
- Evaluate the effectiveness of current interventions and continue to investigate school wide interventions during the school day.
- Continue to refine surveys regarding the gathering of student feedback about performance academic expectations.
- Examine the correlation between D and F grades and literacy for all students and identify 9th grade students with literacy challenges through iReady to develop and implement intervention strategies.
- Examine D and F grades of Hispanic students in the 9th and 10th grade years to determine and implement intervention strategies.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Interviews and conversations with teachers, students, staff, the site leadership team. Observations of student work, classrooms, surveys, and the self-study report.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Gabrielino HS is aware of the value of parental involvement, and implements programs and strategies that provide parents the opportunities for such involvement. There are interpreters for Spanish and Mandarin speaking parents to encourage participation in workshops. Parent information robo calls, newsletters and flyers are translated and sent in English, Spanish, and Mandarin. Meetings and info nights are available for Financial Aid help, college applications, and Parent Seminar. The newly developed Hispanic parent group provides focus on the needs of the hispanic population.

Gabrielino HS utilizes outside agencies to supplement services provided for its students. Gabrielino HS has a CTE Advisory Committee, a Gab week, and a newly initiated Broadway Locker Program, which engages the local businesses in the education process at Gabrielino HS. Field trips are conducted to expose students to career opportunities in areas of study as well as trips to local colleges on the Preview Days. Guest speakers visit classrooms to discuss their careers, and lunch provides access to the military and college representatives. A fall College fair takes place every year.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Gabrielino HS employs 3 campus supervisors at its campus. The district has a partnership with the San Gabriel Police Department and has developed a Community Engagement Team. The district provides office space at the district office, and GHS can contact the Community Engagement Team for support when needed. The district contracts with an outside agency to provide drug sniffing dogs for campus inspections. The campus is clean and relatively free of graffitti.

Gabrielino High School's motto, CANI, is embraced by students and staff as evidenced by the WASC report, classroom decor and student interviews. Contests, competitions and public performances provide structured evaluation to the students and staff. Students and teachers provide additional feedback to peers through structured classroom activities.

The focus on bridging the achievement gap and increasing college and career readiness is evident in many of the programs and interventions currently being implemented. Faculty is offered opportunity for professional development through multiple types of presentations and workshops. Late start schedules allow staff to collaborate across departments, developing strategies to help students achieve at a higher level and close the achievement gap. Gabrielino HS hosts the Summer AP Institute, which provides staff the opportunity for further training in advanced curriculum and teaching strategies. Programs and curriculum designed to address the recognition of students heritage and ethnicity continue to be be developed. Attendance issues are being addressed by the MTSS team. Poor grades are addressed with a pull out Academic Advisory intervention program. The College Prep Transition course is a project based technology course designed to prepare student for post-secondary planning.

E3.   Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

Gabrielino HS provides many forms of support to students. Counselor caseloads are kept at 350 to 1 which allows for more time to work with students to address academic and personal/social issues and concerns.

This includes individual meetings with students and parents earning D/F grades. Counselors work with SpEd case carriers to help students succeed.

Gabrielino HS is investigating alternative instructional programs to further enhance the educational opportunities for students.

Gabrielino HS has 6 counselors assigned to meet the needs of the students. Students meet with counselors at least 2 times per year to review progress towards being college and career ready. Additional interventions are reviewed with students and parents with other interventions and meetings. Students are exposed to the Naviance program as freshmen and is a key form of communication for Sophomores and Juniors. Seniors utilize Naviance for completing the common app.
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Gabrielino HS utilizes summer school, APEX and community colleges classes to provide remediation and enrichment opportunities for its students

Gabrielino HS counselors provide intensive interventions for students with one or more d/fs at grading periods. SSTs and MTSS provide additional investigation in regards to student academic and personal successes.There is a plan to expand the co-taught classes to provide support to students in the least restrictive environment. Referral for special education testing is available after all other interventions are exhausted.

Gabrielino HS has made a strong effort to analyze the disportionality of enrollment in academic challenging classes. Academic support in the form of tutoring is available, and Gabrielino HS's Data Team continues to get to the root of the causes for the demographic gaps in course enrollment.

Gabrielino HS offers a wide variety of extra and co-curricular activities.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):
- Gabrielino HS has a CTE Advisory Committee which engages the local businesses in the education process at Gabrielino HS. The Architecture, Construction and Engineering club pairs local business owners with students to mentor in the fields of study.
- Gabrielino HS counselors provide intensive interventions for students with one or more d/f at grading periods. SSTs and MTSS provide additional investigation in regards to student academic and personal successes.Professional Development has provided training to staff on identifying signs of depression and stress among students

- Faculty is offered opportunity for professional development through multiple types of presentations and workshops.
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Key issues for School Culture and Support for Student Personal and Academic Growth (if any):
- Continue to Investigate, identify and address roadblocks to and remedies for increasing college and career readiness, specifically A-G completion.
- Continue to develop access to career exploration and preparations such as job shadowing, internships, apprenticeship programs, guest speakers, regional occupational programs, and community projects. Expand the College and Career Training Day to provide students greater exposure to the CTE pathways and degree track professional careers available to GHS Students.
- Explore and propose integrated during the school day academic supports for both struggling and achieving students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

In the student ad hoc meeting, students voiced concerns about career readiness and being prepared for something beyond going to college. Data indicates a disproportionate number of Hispanics not satisfying A-G completion and underrepresented in advanced coursework. The need to provide Personal/Social/Emotional supports for all students was expressed in several focus groups. Student focus groups expressed desire for additional academic support that accommodate students who have commitments after school.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. The collaborative and supportive environment created by the school administration allows the staff to be innovative and take risks in implementing instructional strategies and interventions.
2. Gabrielino has expanded the number of CTE pathways and has done an excellent job of articulating with local community colleges/trade schools.
3. Gabrielino school culture fosters a caring and nurturing environment that has created a sense of community and family among all stakeholders, including district staff.
4. The site leadership teams' (Data, ELD, Cabinet) use of research and data to drive curriculum and instructional changes for the staff.
5. The implementation of 1:1 technology at Gabrielino to support instruction in order to impact student learning is impressive, particularly with the use of Google Classroom.
6. The Student Center provides a variety of social-emotional, academic, and college/career supports, which are readily accessible to all students.
7. Teachers have participated in professional development in the Sheltered Instruction Observation Protocol model and school wide use of language objectives is emerging.
8. Gabrielino has created built-in collaboration time into their school schedule to facilitate the examination of student data and to make modifications to the instructional programs.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. **Ensure post-secondary success for each Gabrielino student.**

The data shows that there is an achievement gap among Asian and Hispanic students with regard to meeting the a-g requirements; D/F grades in core academic courses are a relatively low percentage of all grades given, however, Hispanic students receive close to 60% of all grades; there is a high percentage of Hispanic students enrolled in summer school; and Hispanic students score significantly lower on the SBA in both English and math as compared to all other students.

2. **Implement and refine programs and interventions to assist students who are academically at-risk.**

In addition to the data above, the following data supports this area of improvement: approximately 15% of 9th graders have at least one F on their transcript at the end of the first semester; a large number of students are enrolled in credit recovery; a large number of Hispanic students are not completing summer school; 36% of incoming 9th graders are 1-2 years below grade level in reading; 90% of students with disabilities are scoring not/nearly met on the SBA in English and math; at-risk students not attending after school intervention sessions; and anxiety; existence of only 3 collab classes for inclusion of special education students in the general education environment.

The Schoolwide Action Plan identifies the progress monitoring tools, how progress will be reported out to stakeholders, appropriate growth targets, resources, responsible parties, and a timeline to meet the action plan goals.

The visiting committee identified the following areas for follow up based on the self-study, interviews with stakeholders, and through classroom visitations where each teacher was visited at least one time:

Gabrielino High School has implemented schoolwide training in Explicit Direct Instruction and the Sheltered Instruction Observation Protocol, resulting in the use of content goals, language goals, and checks for understanding. Through professional development and team collaboration, with ongoing monitoring, feedback, and analysis of student work and data, continue the implementation of schoolwide student-centered instructional practices that differentiate learning for all students, with an emphasis on the following subgroups: English Learners, Special Education, Hispanic/Latino.

Chapter V: Ongoing School Improvement

The Schoolwide Action Plan has two Goals:

1. Ensure post-secondary success for each Gabrielino student.
2. Implement and refine programs and interventions to assist students who are academically at-risk.

The rationale and critical need of each goal fully encompass the areas in the self-study that are of highest importance. Data is utilized to justify the existence of the need as well as a vehicle to monitor student progress. Growth targets are established in the action plan that aligned directly to the critical need, along with tasks. The format of the document identifies individuals responsible for each task, calls for a timeline of implementation along with resources available, and the reporting mechanism. The plan encompasses all areas of need identified in the report and incorporates commitment from a broad spectrum of stakeholders. The staff is genuinely committed to the students of Gabrielino High School. With innovation and creativity, they approach critical needs with new strategies and assess effectiveness. Their pervasive spirit of inquiry will enable them to creatively address areas for growth and monitor growth in student learning. It is clear through the report that Gabrielino's model of annual WASC meetings will allow the progress monitoring and implementation needed for the schoolwide action plan.