



Gabrielino High School

1327 South San Gabriel Blvd. • San Gabriel, CA 91776 • (626) 573-2453 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



San Gabriel Unified School District

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District Governing Board

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Cheryl A. Shellhart, Vice President
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Dr. Gary Thomas Scott, Member

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Educational Services**
Joyce Yeh
**Assistant Superintendent of
Business Services**
Yolanda Mendoza
**Assistant Superintendent, Human
Resources**

School Description

Principal's Message:

As principal of Gabrielino High School, I'd like to welcome you to the 2016-17 Annual School Accountability Report Card and thank you for taking time to explore it. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality educational program we offer.

Gabrielino students, staff, and faculty, continue to live the school's mission of "A Commitment to Constant And Never-ending Improvement (CANI)", as evidenced by the accomplishments earned during the 2016-2017 school year:

- "U.S. News and World Report" magazine named Gabrielino High School one of the best public high schools in the nation
- For six straight years Gabrielino is listed in the top 9% of high schools in the nation on the Washington Post High School Index
- Newsweek named Gabrielino one of the best high schools in the nation that is "Beating the Odds"
- The Speech team won its 20th straight league championship and continues to be one of the top five speech and debate programs in the nation
- The Speech and Debate team won the prestigious Bruno E. Jacob award at the National Championships and was named a national speech "School of Excellence" for the sixth time
- Girls' Volleyball won their 14th league championship
- Boys' Basketball won their 6th straight league championship
- Girls' Varsity Soccer won their fourth straight Mission League Championship
- Girls' Basketball and Boy's Swimming won league championships
- The Future Business Leaders of America (FBLA) took students to the State and National Championships
- The GHS Marching Band placed 4th at the SCSBOA Championships, and the Orchestra and Choir earned Superior standing in festival competition
- 94% of the senior class will be pursuing post-secondary education; 55% of the class will be attending four year colleges and universities, 39% will be attending two-year colleges.

In addition to the school's many accomplishments, the Gabrielino staff continued to work to align content to the California Standards, as well as integrating the Smarter Balanced testing concepts and School-wide Learner Outcomes (SLOS) into classroom instruction. Additional support and interventions for struggling students remain an ongoing focus of staff and administration alike. In addition to the Tier II programs, Restorative Math and Restorative English, the after-school Tongva Tutoring program provided help to students in the four core subject areas, ELD, and World Languages. Additional support was also provided to students through the Academic Advisory period for students failing multiple classes. The school continued the Behavior RTI committee to address the needs of students whose behavior impeded their performance in class, and the ELD and Data Teams continued their work to close the achievement gap and provide support to English Language Learners. The administration will continue to develop and implement school-wide initiatives focused on college and career readiness, closing the achievement gap, building a strong and engaged parent community, and ensuring a safe school environment.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	424
Grade 10	434
Grade 11	479
Grade 12	475
Total Enrollment	1,812

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	55.3
Filipino	2.8
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.2
White	4.5
Two or More Races	0.9
Socioeconomically Disadvantaged	55.8
English Learners	20.8
Students with Disabilities	7.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Gabrielino High School	15-16	16-17	17-18
With Full Credential	70	69	70
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence	0	0	0
San Gabriel Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Gabrielino High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	4
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The school district held a public hearing on October 24, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 27,2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Heinle & Heinle adopted in 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	HMD Pre-Algebra Larson Big Ideas AGA National Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehart & Winston Adopted in 2007 John Wiley & Sons Adopted in 2007 McDougal Littell Adopted in 2007 Pearson/Addison Wesley Adopted in 2007 Pearson/Prentice Hall Adopted in 2007 Prentice Hall Adopted in 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Adopted in 2006 McGraw-Hill Adopted in 2006 Prentice Hall Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials	
Year and month in which data were collected: September 27, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	McDougal Littell Adopted in 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe Adopted in 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 13.97 acres, Gabrielino High School was originally constructed in 1994. The campus is currently comprised of 68 classrooms, a Media Center, three computer classrooms, an administration building, a theater, a warming kitchen, a gymnasium, and an athletic field.

In 2005, Gabrielino High School completed a five year building project of a 180,000 square foot facility which includes classrooms, labs, restrooms, administration, theater, kitchen, athletic stadium, locker rooms and a gymnasium. Future planned construction includes additional chemistry and biology classrooms, CTE classrooms, stadium concession stand with restrooms and the building of a new band/orchestra room and multi-purpose physical education facility.

Cleaning Process

Gabrielino High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Gabrielino High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

The chart illustrates the results of the most recent school facilities inspection on January 29 and February 10, 2016. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	82	73	60	57	48	48
Math	62	62	45	45	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	76	74	73	62	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.6	34.4	27.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	495	478	96.6	73.9
Male	238	228	95.8	73.3
Female	257	250	97.3	74.4
Asian	304	298	98.0	81.9
Hispanic or Latino	148	139	93.9	53.2
White	15	15	100.0	93.3
Socioeconomically Disadvantaged	282	270	95.7	67.0
English Learners	108	103	95.4	37.9
Students with Disabilities	34	28	82.4	28.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	454	95.18	73.35
Male	226	216	95.58	68.98
Female	251	238	94.82	77.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	308	297	96.43	81.48
Filipino	--	--	--	--
Hispanic or Latino	125	115	92	49.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	86.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	270	259	95.93	62.93
English Learners	120	110	91.67	32.73
Students with Disabilities	32	29	90.63	13.79

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	455	95.39	62.2
Male	226	217	96.02	60.83
Female	251	238	94.82	63.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	308	298	96.75	76.51
Filipino	--	--	--	--
Hispanic or Latino	125	115	92	26.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	46.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	270	259	95.93	52.9
English Learners	120	113	94.17	42.48
Students with Disabilities	33	31	93.94	12.9

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational program at Gabrielino High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Cal State Los Angeles, Rio Hondo Community College, the San Gabriel Educational Foundation, School Site Council, Booster Clubs, PTSA, ELAC, and the Hispanic Parent Group. In 2016-17 the school expanded the parent seminar series that consists of monthly workshops devoted to topics on college and career readiness, state testing, and student safety.

Contact Information

Parents who wish to participate in Gabrielino High School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 573-2453. The school's website (<http://gabrielino.sgusd.edlioschool.com/>) also provides a variety of resources and helpful information for parents, students, and the community.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern of Gabrielino High School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with updates occurring every fall. Any revisions made to the plan are reviewed immediately with the staff. The plan is approved annually by the School Site Council. Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- School Lockdown procedures
- Schoolwide discipline policy
- Child abuse reporting procedures
- Bullying components
- Sexual harassment policy
- Teacher notification of dangerous pupils procedures
- Safe ingress and egress of pupils, parents, and school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.2	3.21	1.59
Expulsions Rate	0	0.11	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.21	1.42	1.15
Expulsions Rate	0.02	0.03	0.02
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.6
Nurse	1
Speech/Language/Hearing Specialist	.4
Resource Specialist	4
Other	3
Average Number of Students per Staff Member	
Academic Counselor	350

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	26	19	14	29	23	18	19	34	30	33
Mathematics	32	31	31	5	12	8	18	19	16	34	26	35
Science	32	30	31	4	7	4	8	15	16	33	26	29
Social Science	28	26	29	9	12	9	17	12	10	19	17	24

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Gabrielino High School believes that quality instruction is a fundamental element in a sound educational program. The site utilizes a professional development model that is based on data analysis, teacher training, implementation, observation, reflection, and retraining. Under this process, student achievement data is reviewed by the school's Data Team, department chairs, subject teams, and administration. Professional development sessions are based on the recommendations of these groups. Training is provided on the three district staff development days and 12 collaboration late start days per year. Training is conducted by onsite teacher "experts"; which provides opportunities for mentorship beyond the training. The degree of professional development topic implementation is determined through the Administration's use of the instruction rounds classroom observation approach. The data collected through instructional rounds conducted by the administrative and Data teams enables the school to determine where support and additional training is needed.

From 2012-2017, Gabrielino High School has focused its professional development on the following areas:

- Alignment of curriculum and instruction to the California State Standards and CAASPP assessment goals
- Explicit Direct Instruction (EDI)
- Learning and Language Objectives and lesson congruence
- Student engagement instructional practices
- Incorporating 21st Century Skills (creativity, collaboration, communication, critical thinking) into daily lesson planning
- Special Education Individual Education Plan (IEP) compliance and accommodation/modification techniques
- Embedding technology into the instructional program
- Google Classroom
- Benchmark and Performance Task assessment development and revision
- Teen mental health and suicide prevention
- College and Career Readiness
- Socratic Seminar
- EADMS and Aeries Grade book

Staff members also build teaching skills and concepts through participation in conferences and district workshops throughout the year. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,014	\$46,511
Mid-Range Teacher Salary	\$72,377	\$73,293
Highest Teacher Salary	\$87,940	\$92,082
Average Principal Salary (ES)	\$116,153	\$113,263
Average Principal Salary (MS)	\$129,096	\$120,172
Average Principal Salary (HS)	\$135,936	\$131,203
Superintendent Salary	\$214,200	\$213,732
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6790.68	947.02	5843.65	66696
District	♦	♦	5863	\$72,705
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-0.3	-8.3
Percent Difference: School Site/ State			-11.1	-10.4

* Cells with ♦ do not require data.

Types of Services Funded

Local Control Funding Formula Supplemental and Concentration Programs

- -ELD and EL Support courses
- -After-school tutoring in all core areas and ELD
- -Restorative math and English after-school programs
- -Parent Seminar Series
- -Data and ELD Teams
- -RTI Behavior Team
- -Credit Recovery programs
- -Summer Bridge programs
- -College Readiness programs

CTE Programs

Common Core Implementation

Special Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Gabrielino High School	2013-14	2014-15	2015-16
Dropout Rate	7.8	97.5	4
Graduation Rate	89.31	0	92.31
San Gabriel Unified School District	2013-14	2014-15	2015-16
Dropout Rate	8.2	94.9	4.6
Graduation Rate	88.04	1.49	90.55
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	981
% of pupils completing a CTE program and earning a high school diploma	6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.04
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	64.19

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	5	♦
Social Science	3	♦
All courses	15	38.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	88.29	95.7	87.11
Black or African American	83.33	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	85.96	86.53	94.42
Filipino	78.57	80	93.76
Hispanic or Latino	94.85	95.37	84.58
Native Hawaiian/Pacific Islander	100	50	86.57
White	87.5	100	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	61.54	67.24	63.9
English Learners	52.86	58.82	55.44
Students with Disabilities	93.06	98.88	85.45
Foster Youth	0	100	68.19

Career Technical Education Programs

Gabrielino High School strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's Career Technical Education is integrated with academic courses with a focus on preparing students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. To achieve the desired outcomes, Gabrielino High School is offering a broad course of study, enhancing Career Technical education pathways, and utilizing its Career and Counseling Center to provide students the opportunity to speak with college representatives and visit CSU, UC, and other college campuses. Students are introduced to career and four year planning through the ninth grade "College Prep and Transition" course. The course introduces students to the CTE courses (Advanced Woods, Graphic Design, Advanced Drama, Business Communication) that are offered within the school day. Additional courses are also offered after school (Professional Actors Studio, Stagecraft, Kinesiology). To expose students to college expectations, GHS currently offers three CTE courses receiving "dual enrollment" status with Rio Hondo Community College. An additional courses in engineering will be offered in the 2017-2018 school year. These courses support student transition to post-secondary schools and career pathway expansion. For more information about Career Technical Education program, please contact Christopher Guyer. Career Preparation courses are listed in the chart. All courses listed are offered on campus.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.