

Executive Summary School Accountability Report Card, 2011–12

For San Gabriel High

Address:	801 Ramona St., San Gabriel, CA, 91776-2342	Phone:	(626) 308-2352
Principal:	James Schofield, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Principal's Message

Since its' founding in 1955, San Gabriel High School has built a tradition of pride, excellence, and caring. By receiving the US News & World Report Bronze Medal in 2007, and Silver Medals in 2008, 2009, 2010, 2011, and 2012. San Gabriel has begun to build a national reputation as an outstanding academic program. This national recognition has placed us beside the nation's top high schools. There are many things that make our school great. We have a tremendous student body, a dedicated and caring staff, and a commitment to see every student complete their a-g requirements and be prepared for success at the University level.

We are in our second year of our six-year term of accreditation from the Western Association of Schools and Colleges. (Six years is the maximum term a school can receive!) Our extensive self-study highlighted the excellent achievements we have made as a school and allowed us to develop a comprehensive plan for the areas in which we can improve to realize continued growth. In the first year of our new term of accreditation our school made record growth as we continue to refine and improve our program. As a school community, we are dedicated to continual growth and improvement. Our goal is to be the top high school in the United States.

We are working to prepare all of our students to attend four-year universities and realize success in the 21st Century. There are several areas that indicate our journey is well underway. We have seen continual growth in our Honors and Advanced Placement Programs. Each of the past 6 years we have seen growth in the number of students taking AP exams, the overall number of exams given, and the number of students receiving a "3" or higher on their exams. Our STAR test scores have also shown tremendous growth over the last five years. Over that period of time our scores have increased 124 points to our current API score of 811. By comparison, the growth target that was set for us by the state over the same period was 25 points. For our 2011 Base API, on a scale of 1-10, we ranked an 8 statewide. When compared to the 100 schools in California most like San Gabriel High School, we became the first high school in AUSD to be ranked a 10. Locally, only San Marino High School ranks a 10 on the similar schools score. We have also experienced an annual increase of students successfully meeting A-G requirements.

As we continue to work on meeting the needs of all students, we have established two outstanding California Partnership Academies. They are Business and Technology and our brand new Medical Careers Academy. In these programs, students experience a rigorous and challenging program that is themed to their career interest. We also have many extra- and co-curricular activities designed to meet the interest of all students. These programs include the arts, academic competitions, athletics, and service clubs. Our students have won first place awards for their work in Robotics, Science Olympiad, and Mathematics Engineering Science Achievement competition. Finally we realize that high school is not only a tremendous time in life, but also can be a time of many challenges for our students. To assist our students we have developed a pyramid of support that provides those needing help with both academic and personal assistance. We are also preparing for our transition to Common Core Standards so that our school will maintain our high level of success and our goal for continuous improvement.

Currently we have Matadors attending our nation's top post-secondary institutions including MIT, Notre

Dame, Stanford, Penn State, Columbia, UCLA, and USC. We know that our current and future Matadors are also destined for tremendous success in their academic, professional, and personal lives. We are proud of our students! I know you will join me in celebrating the pride, tradition, and excellence that is San Gabriel High School!

Student Enrollment

Group	Enrollment
Number of students	2,381
Black or African American	0.0%
American Indian or Alaska Native	0.1%
Asian	58.4%
Filipino	0.6%
Hispanic or Latino	38.7%
Native Hawaiian or Pacific Islander	0.0%
White	1.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	89.8%
English Learners	54.4%
Students with Disabilities	7.5%

Teachers

Indicator	Teachers
Teachers with full credential	83
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	57%
Mathematics	54%
Science	58%
History-Social Science	48%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
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2012 Growth API Score (from 2012 Growth API Report)	811
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 22
2012–13 Program Improvement Status (PI Year)	Year 2

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The inspections during December 2012 by the San Gabriel Plant Foreman found the site to be clean, safe, and in good condition with no major defects requiring emergency repairs.

Repairs Needed

Most repairs needed are general maintenance, wear and tear or vandalism items.

Corrective Actions Taken or Planned

Repairs will be scheduled as ongoing routine maintenance.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,332
District	\$5,319
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	93.67

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	201
Graduates Who Completed All Courses Required for University of California or California State University Admission	47.7%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	San Gabriel High	District Name	Alhambra Unified
Street	801 Ramona St.	Phone Number	(626) 943-3000
City, State, Zip	San Gabriel, CA, 91776-2342	Web Site	www.ausd.us
Phone Number	(626) 308-2352	Superintendent	Laura Tellez-Gagliano, Ed.D.
Principal	James Schofield, Principal	E-mail Address	tellez_laura@ausd.us
E-mail Address	Schofield_Jim@alhambra.k12.ca.us	CDS Code	19757131937697

School Description and Mission Statement (School Year 2011–12)

THE VISION of San Gabriel High School is to ensure all students acquire the academic, vocational, thinking skills, and personal qualities essential to becoming responsible, contributing members of our multi-ethnic, democratic society.

MATADOR LEARNING RESULTS

Achieve Academic and Vocational **SUCCESS**

PRACTICE Healthy Living

Communicate and **INTERACT** Effectively

Be Globally **RESPONSIBLE**

Value **INVOLVEMENT**

THINK critically

Opportunities for Parental Involvement (School Year 2011–12)

Parents and staff members are encouraged to participate in the Parent Teacher Association (PTSA) and the School Site Council, two committees that make decisions regarding the priorities and direction of the school, and ensure students' needs are addressed. The School Site Council advises the school on instructional issues and program development. We also have a English Language Advisory Council (ELAC) . This Council meets once monthly to discuss our program for English Learners. Four times during the course of the school year, the San Gabriel High School Administrative Team holds an open form meeting with parents to discuss our school. We provide translation in Cantonese, Mandarin, Spanish, and Vietnamese. This year we are conducting a parent workshop series focusing on building developmental assets in our students. This program is held in multiple languages and is designed to assist students reach high levels of success.

The Alhambra Unified School District sponsors the Kindergarten through College project that is designed to educate parents about the importance of preparing for college, starting with students in Kindergarten. The program sponsors a few nights of parent training that include topics such as introduction to the college system, applying to college, financial aid, and saving for college.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	1
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	624
Grade 3	0	Grade 10	600
Grade 4	0	Grade 11	598
Grade 5	0	Grade 12	558

Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2,381

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.1%
Asian	58.4%
Filipino	0.6%
Hispanic or Latino	38.7%
Native Hawaiian or Pacific Islander	0.0%
White	1.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	89.8%
English Learners	54.4%
Students with Disabilities	7.5%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	38.56	31	24	40	29.7	21	10	51	29.2	22	12	51
Mathematics	29.63	5	13	55	31.2	11	9	55	32.5	6	10	53
Science	25.16	14	18	30	32.8	5	3	42	33.2	2	10	36
Social Science	28.41	19	23	28	31.9	5	6	34	33.1	3	5	33

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

The Safety of students and staff is a primary concern. The school complies with laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster drills are conducted regularly throughout the school year. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, yard supervisors monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The School Site Council evaluates the plan annually and updates the plan as needed. The plan was last updated and reviewed with school staff in March 2012. An updated copy is available to the public at the school and district offices.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	12.60%	4.51%	3.99%	6.31%	2.35%	2.10%
Expulsions	1.77%	0.58%	0.59%	1.43%	0.30%	0.26%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Construction projects during this past year included technology upgrades for wireless internet connection.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces				X	Painting and new carpet are needed in some areas.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			Some lighting fixtures need replacement covers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Windows have been etched and vandalized on the site.
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	85	85	83	668
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	5	0
Vacant Teacher Positions	16	18	4

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.49%	0.51%
High-Poverty Schools in District	99.49%	0.51%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	397

Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other		

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt, Rinehart and Winston, 2001	Yes	0%
Mathematics	McDougal Littell, 2008	Yes	0%
Science	Prentice Hall, 2007	Yes	0%
History-Social Science	McDougal Littell, 2006 McGraw-Hill, 2006 Prentice Hall, 2006	Yes	0%
Foreign Language	McDougal Littell, 2001 Prentice Hall, 2001 Heinie and Heinie, 2001 US International Press, 2001	Yes	0%
Health	N/A	N/A	N/A
Visual and Performing Arts	Glencoe, 2007	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,795	\$1,463	\$5,332	\$71,883
District			\$5,319	\$70,361
Percent Difference – School Site and District			0.24%	2.16%
State			\$5,455	\$68,488
Percent Difference – School Site and State			-2.26%	4.96%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general State funding, Alhambra Unified School District receives State and Federal categorical funding for special programs. For the 2011-12 school year, the District received approximately \$1,373 per student in Federal or State aid for the following categorical, special education, and support programs:

- Title I
- Title II
- Title III
- Migrant Education
- Lottery Instructional Materials
- Special Education
- EIA/SCE
- EIA/LEP
- VAPA

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,427	\$40,932
Mid-Range Teacher Salary	\$66,491	\$65,424
Highest Teacher Salary	\$97,262	\$84,596
Average Principal Salary (Elementary)	\$121,512	\$106,806

Average Principal Salary (Middle)		\$111,776
Average Principal Salary (High)	\$139,836	\$120,858
Superintendent Salary	\$207,289	\$204,089
Percent of Budget for Teacher Salaries	36.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	49%	55%	57%	59%	61%	65%	52%	54%	56%
Mathematics	45%	52%	54%	61%	64%	65%	48%	50%	51%
Science	43%	56%	58%	58%	63%	67%	54%	57%	60%
History-	42%	46%	48%	48%	52%	56%	44%	48%	49%

Social Science									
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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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	65%	65%	67%	56%
All Students at the School	57%	54%	58%	48%
Male	54%	53%	62%	54%
Female	61%	54%	54%	42%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian	67%	72%	69%	60%
Filipino	69%	46%	0%	0%
Hispanic or Latino	43%	27%	37%	29%
Native Hawaiian or Pacific Islander				
White	60%	53%	0%	0%
Two or More Races	55%	62%	58%	53%
Socioeconomically Disadvantaged	56%	53%	56%	46%
English Learners	21%	35%	23%	15%
Students with Disabilities	18%	13%	0%	8%
Students Receiving Migrant Education Services	38%	25%	0%	21%

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced		
	School	District	State

	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	51%	64%	62%	56%	67%	62%	54%	59%	56%
Mathematics	64%	74%	79%	68%	74%	75%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	38%	25%	37%	25%	32%	43%
All Students at the School	38%	28%	34%	21%	35%	44%
Male	41%	28%	31%	20%	36%	45%
Female	35%	28%	37%	23%	34%	44%
Black or African American						
American Indian or Alaska Native						
Asian	30%	26%	44%	8%	30%	62%
Filipino						
Hispanic or Latino	51%	31%	18%	41%	43%	16%
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	39%	28%	32%	21%	35%	44%
English Learners	82%	15%	3%	45%	40%	15%
Students with Disabilities	97%	3%	0%	86%	11%	3%
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	26.80%	21.00%	35.80%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	6	6	8
Similar Schools	8	7	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	10	38	17
Black or African American			
American Indian or Alaska Native			
Asian	12	21	13
Filipino			
Hispanic or Latino	9	51	28
Native Hawaiian or Pacific Islander			
White			

Two or More Races			
Socioeconomically Disadvantaged	12	34	19
English Learners	-21	103	-14
Students with Disabilities	-20	20	26

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,714	811	13,562	844	4,664,264	788
Black or African American	0		83	819	313,201	710
American Indian or Alaska Native	2		20	825	31,606	742
Asian	992	867	6,947	904	404,670	905
Filipino	13	870	203	884	124,824	869
Hispanic or Latino	674	723	5,731	767	2,425,230	740
Native Hawaiian or Pacific Islander	0		8		26,563	775
White	13	819	360	840	1,221,860	853
Two or More Races	13	854	188	884	88,428	849
Socioeconomically Disadvantaged	1,515	803	9,603	824	2,779,680	737
English Learners	983	755	5,861	814	1,530,297	716
Students with Disabilities	132	508	1,276	625	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		55.6%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		9.1	4.9		6.1	5.5		16.6	14.4
Graduation Rate		88.02	93.67		89.25	91.20		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	97.40%	93.19%	N/D
Black or African American	N/A	100.00%	N/D
American Indian or Alaska Native	N/A	66.67%	N/D
Asian	98.20%	95.02%	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	95.60%	90.03%	N/D
Native Hawaiian or Pacific Islander	N/A	0.00%	N/D
White	100.00%	86.21%	N/D
Two or More Races	100.00%	100.00%	N/D
Socioeconomically Disadvantaged	96.98%	93.52%	N/D
English Learners	87.14%	73.55%	N/D
Students with Disabilities	60.00%	43.59%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The Career and Technical Education (CTE) program at San Gabriel High School, in conjunction with the Alhambra Unified School District and the community, offers students a range of options for their future. The CTE program ensures that students acquire the skills necessary to be successful in school and helps them in the transition from high school to post-secondary education and employment.

Students in grades nine through twelve receive counseling from school personnel regarding progression through their selected career pathways and courses of study. The school district's Career Preparation Department and San Gabriel High School's Career Center provide a variety of services, programs, and classes to assist students. The Career Center facilitates students going on career related field trips and sponsors speakers from local businesses, the community, community colleges and universities so that students are exposed to a wide variety of post-secondary options. Students may continue to research careers and colleges of interest to them using specialized computer programs and Internet.

The Regional Occupational Program (ROP) provides a significant number of CTE course offerings for the district. The ROP program is available to students 16 years or older at any school site. Through these classes students are able to earn credit for paid and unpaid work experience, explore career opportunities and learn employability skills. Local businesses frequently recruit students directly from ROP community classrooms for employment especially during the holiday season.

San Gabriel High School has two California Partnership Academies: The Business Technology Academy, and The Medical Careers Academy. Each academy features an ROP class as the required CTE component. The academies are schools within a school and provide at-risk students an opportunity to work in small learning communities.

The school measures success of its efforts to prepare students for the work force based on student demonstrations and completion of projects. Certificates are awarded to students who successfully complete path programs and R.O.P. classes. San Gabriel High School has 8 articulation agreements with nearby community colleges. These articulation agreements support the students' seamless transition from high school to college.

In their four-year plan, all students are encouraged to explore career interests and select courses that relate to their future career goals. CTE courses offered at San Gabriel High School are included in the following industry sectors:

- *Arts, Media, and Entertainment
- *Building Trades and Construction
- *Finance & Business
- *Health Science and Medical Technology
- *Hospitality, Tourism, and Recreation
- *Marketing, Sales, and Service
- *Public Services
- *Transportation

The following are CTE and ROP courses offered at San Gabriel High School and District-wide:

Accounting
Explorer Tech
Computer Lit/ Appl.
Comp. Prg Anim.
Digital Media
Finance
Health Careers
HVAC
Retail Sales
First Responder
Web Page Design
Culinary Arts
Foods
Auto Tech
EMT
Wood Technology
Restaurant Service
Marketing - English

All courses are offered on school campuses.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	887
Percent of pupils completing a CTE program and earning a high school diploma	8.44%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	41.5%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	75.5%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	47.7%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	8	
Fine and Performing Arts	0	
Foreign Language	2	
Mathematics	4	
Science	7	
Social Science	14	
All courses	35	9.1%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every school in the Alhambra Unified School District has always been and continues to be committed to improvement in student learning. Teachers are actively participating in standards-based professional development, assessment and strategies to help all students meet state standards. Alhambra Unified School District offers staff development opportunities to teachers, administrators, and instructional aides. Staff members build teaching skills and concepts through participation in conferences, workshops and collaboration meetings throughout the year.

Throughout the school year, professional development on district initiatives is provided to teachers through the use of substitutes. This includes: Thinking Maps, GATE Level II & III training, technology, problem solving and transition to Common Core State Standards (CCSS) in ELA and mathematics.

The Alhambra Unified School District offers several programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA) Induction provides new teachers with assistance and support over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to assist both veteran and new teachers by providing in-class support.

San Gabriel High

Alhambra Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org