

# Gladstone Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the 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 website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Gladstone Middle School
<b>Street</b>	1340 North Enid Ave.
<b>City, State, Zip</b>	Covina, CA 91722
<b>Phone Number</b>	(626) 815-3600
<b>Principal</b>	Sam Perdomo
<b>Email Address</b>	sperdomo@azusa.org
<b>School Website</b>	<a href="http://gms.azusa.org/">http://gms.azusa.org/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	19642791933449

### 2024-25 District Contact Information

<b>District Name</b>	Azusa Unified School District
<b>Phone Number</b>	(626) 967-6211
<b>Superintendent</b>	Arturo Ortega
<b>Email Address</b>	aortega@azusa.org
<b>District Website</b>	www.azusa.org

### 2024-25 School Description and Mission Statement

The mission of Gladstone Middle School is to educate, empower, and prepare all students to become confident, empathetic, global citizens who can succeed in an ever-changing world. We are committed to high expectations for individual academic success with meaningful support. Together with students and parents, we will create a community of respect and responsibility.

Gladstone Gladiators are:

- \*Globally aware through academic experiences found through their college or career path.
- \*Lifelong learners who are self-directed, communicate effectively, and collaborate purposefully.

## 2024-25 School Description and Mission Statement

\*Academic Achievers who strive for excellence in all disciplines of study.

\*Driven 21st Century innovators who are systematic problem solvers.

\*Socially responsible citizens who advocate for our community and beyond, who value diversity, and who support one another.

Gladstone Middle School is part of the Azusa Unified School District and is located in the city of Covina. Our school is staffed by high-quality educators who value diversity and believe that all students can achieve in a friendly, family-oriented school climate. We are committed to excellence in all academic areas and support that commitment with action to improve instruction through professional learning communities. Our program offers options for students to be College and Career-Ready and other enrichment programs that develop student talents and interests. Gladstone Middle School provides an array of extracurricular and co-curricular activities aimed at helping students develop positive relationships and set personal as well as collective goals toward success. Gladstone Middle School has partnered with local service providers to provide additional counseling and therapeutic services for students and families. Currently, Gladstone Middle School partners with Think Together to offer free after-school program options and learning pods for students. Gladstone Middle School continues its relationship with the Western Justice Center and 2nd Call to provide peer mediation, conflict resolution, and/or safe passage between classes as part of the school's focus on restorative discipline practices.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	446
Grade 7	497
Grade 8	477
<b>Total Enrollment</b>	<b>1,420</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	0.7
Filipino	1.4
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.1
White	3.2
English Learners	19.2
Foster Youth	0.1
Homeless	8.7
Socioeconomically Disadvantaged	91.1
Students with Disabilities	13

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.50	81.66	317.20	91.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.70	1.63	1.70	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	2.15	4.50	1.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.40	9.77	11.10	3.23	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.10	4.74	11.20	3.25	18854.30	6.86
<b>Total Teaching Positions</b>	45.90	100.00	346.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.30	75.64	309.50	89.02	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.20	3.40	1.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	1.10	5.00	1.44	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.90	13.18	17.40	5.03	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.50	7.88	12.10	3.50	15831.90	5.67
<b>Total Teaching Positions</b>	45.40	100.00	347.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.90	68.90	282.00	88.26	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.76	3.50	1.10	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.76	6.70	2.11	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.40	9.37	12.60	3.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	5.80	16.18	14.50	4.57	14303.80	5.15
<b>Total Teaching Positions</b>	36.20	100.00	319.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.90	0.50	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.90	0.50	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	1
<b>Local Assignment Options</b>	4.40	4.90	2.4
<b>Total Out-of-Field Teachers</b>	4.40	5.90	3.4

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.00	8.2	7.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.00	7.3	6.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt - Collections (2015)	Yes	0
<b>Mathematics</b>	College Preparatory Math - Core Connections (2015)	Yes	0
<b>Science</b>	Pearson Elevate California Integrated Science (2019)	Yes	0
<b>History-Social Science</b>	Pearson Education: Ancient World: California myWorld Interactive (2018) Medieval Early Modern Times: California myWorld Interactive (2018) American History: California myWorld Interactive (2018)	Yes	0
<b>Foreign Language</b>	Carnegie Learning: En Voz Alta (2023) ¡Qué Chevere! (2023)	Yes	0

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

## School Facility Conditions and Planned Improvements

The District makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance, Operations & Transportation office.

Gladstone Middle School provides a safe, clean environment for students, staff, and volunteers. Built in 1963, with modernizations made in 2005, the school sits on 39.4 acres. Facilities include a multipurpose room, library, cafeteria, 53 permanent classrooms, 15 portable classrooms, a recreation area, a gymnasium, tennis court, two baseball diamonds, and a football field and track. The facility strongly supports teaching and learning through its ample classroom and recreation space, and a staff resource room. In 2018, Gladstone Middle School's Enid Street entrance was remodeled to provide a more visually appealing space that clearly identifies the front of the school, adds additional student seating, and an ADA-compliant ramp. Also, in 2018, the technology infrastructure to provide internet service was upgraded to add capacity, replace aging wires and switches, as well as increase the number of wireless ports.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues that require immediate attention arise. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. Site leadership is working with the District's maintenance and operations department to resolve the poor ratings in the areas of interior surfaces, restrooms, and electrical.

During the day and in the evenings, five custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. AUSD administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

**Year and month of the most recent FIT report**

06-20-24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	31	36	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	14	15	22	22	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1419	1366	96.26	3.74	30.54
<b>Female</b>	693	668	96.39	3.61	35.64
<b>Male</b>	726	698	96.14	3.86	25.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	76.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	19	19	100.00	0.00	68.42
<b>Hispanic or Latino</b>	1292	1244	96.28	3.72	28.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	31	96.88	3.12	43.33
<b>White</b>	42	39	92.86	7.14	51.28
<b>English Learners</b>	286	252	88.11	11.89	5.98
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	150	125	83.33	16.67	21.60
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1298	1251	96.38	3.62	28.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	190	184	96.84	3.16	6.52

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1415	1376	97.24	2.76	14.91
<b>Female</b>	691	670	96.96	3.04	15.99
<b>Male</b>	724	706	97.51	2.49	13.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	52.38
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	19	19	100.00	0.00	47.37
<b>Hispanic or Latino</b>	1288	1257	97.59	2.41	13.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	29	90.63	9.37	17.24
<b>White</b>	42	37	88.10	11.90	27.03
<b>English Learners</b>	285	276	96.84	3.16	1.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	150	145	96.67	3.33	9.66
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1294	1260	97.37	2.63	13.34
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	189	183	96.83	3.17	0.55

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	19.54	17.76	16.88	20.29	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	643	629	97.82	2.18	17.81
Female	315	307	97.46	2.54	15.96
Male	328	322	98.17	1.83	19.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	592	579	97.80	2.20	16.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00
White	13	12	92.31	7.69	50.00
English Learners	96	92	95.83	4.17	0.00
Foster Youth	--	--	--	--	--
Homeless	67	63	94.03	5.97	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	592	581	98.14	1.86	16.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	99	98.02	1.98	2.02

## 2023-24 Career Technical Education Programs

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	97.04%	98.30%	97.88%	98.5%	98.52%
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Gladstone Middle School. Parents and the community participate in the English Learner Advisory Council, School Site Council, Weekly Parent Workshops, California Association for Bilingual Educators conference, and monthly Coffee with the Principal meetings. Beyond the decision-making bodies for parent involvement, the school offers three parent nights for parents to interact with teachers to discuss student progress. The counseling department offers support for students and families with college and career preparedness through Naviance, a software platform that helps students prepare for college and careers.

Gladstone Middle School has its own parent involvement policy, which is consistent with Azusa Unified School District's parent involvement policy and is available on our website.

For more information on these opportunities, don't hesitate to contact Marlene Boragine, Community Liaison, at 626-815-3634.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	10.0	10.8	--	10.0	14.0	13.0	7.8	8.2	8.9
<b>Graduation Rate</b>	89.2	89.2	--	87.2	83.9	83.8	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	--	--	--
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1504	1480	354	23.9
Female	734	720	169	23.5
Male	770	760	185	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	2	9.1
Black or African American	13	12	7	58.3
Filipino	20	20	4	20.0
Hispanic or Latino	1365	1344	315	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	5	33.3
White	47	46	16	34.8
English Learners	313	304	81	26.6
Foster Youth	--	--	--	--
Homeless	173	163	61	37.4
Socioeconomically Disadvantaged	1377	1356	336	24.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	206	201	72	35.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.48	8.09	7.85	3.17	5.25	4.37	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08	0.07



## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.85	0.00
Female	8.04	0.00
Male	7.66	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	30.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	8.51	0.00
English Learners	9.58	0.00
Foster Youth	0.00	0.00
Homeless	13.87	0.00
Socioeconomically Disadvantaged	8.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The safety of students and staff is Gladstone Middle School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. Teachers, administrators, and campus security officers are on duty during passing periods. Six full-time security officer supervise students throughout the school day including lunch, and before and after school to ensure the safety of all students. One full time armed security officer supervises students throughout the school day including lunch, and before and after school to ensure the safety of all students. Teachers, staff, and administrators are trained and practice lockdown procedures that, in an emergency, can secure the entire campus.

A Comprehensive School Safety Plan was developed by the Gladstone Middle School School Site Council in order to comply with Senate Bill 187. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Gladstone Middle School Site Council evaluates the plan annually and updates the plan as needed. The whole site team is involved in evaluating its own readiness to handle emergencies as well. The Gladstone Middle School Site Council reviewed and approved the school safety plan on December 6, 2023.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	81	12	5
Mathematics	15	44	14	4
Science	18	22	11	11
Social Science	13	48	8	12

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	48	5	4
Mathematics	15	23	12	2
Science	19	13	7	5
Social Science	16	26	12	5

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	18	9	18
Mathematics	29	4	20	9
Science	32	2	1	27
Social Science	30	2	13	17

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	315.56

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,311	\$1,887	\$9,424	\$98,017
District	N/A	N/A	\$7,126	
Percent Difference - School Site and District	N/A	N/A	27.8	6.6
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-13.3	3.4

## Fiscal Year 2023-24 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula, California provides base funding to support the achievement of all students, along with supplemental and concentration funds primarily directed toward English learners, low-income students, and foster youth. The District receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the District receives some grant funding from state, federal, and other non-government sources.

Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Academic intervention and support (i.e., targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational technology assistance
- Career and Technical Education (CTE) Pathways
- Special Education

## Fiscal Year 2023-24 Types of Services Funded

- Home-to-School transportation
- Health and nutrition programs

Currently, Gladstone Middle School's federal and state supplemental funding supports struggling students in all subject areas, Long Term English Learners, and the development of services for a Newcomer cohort. Newcomers are supported by translating instructional materials where appropriate. Bilingual aides are provided to these students. Money is spent on family engagement and parent outreach. Supplemental funds are used in support of curriculum and assessment development to ensure at-risk students are receiving appropriate services. The development of CTE courses, materials for the classes, and professional development for teachers of CTE courses are funded. Supplemental funds are used to support the school's Advancement Via Individual Determination and music and arts programs. Title 1 and supplemental concentration funds are spent to support teacher training in all subject areas and dual language immersion. Title 1 and supplemental funds are spent on supporting parent attendance at the California Association of Bilingual Educators workshop as well as workshops provided by Parent Education Bridge for Student Achievement Foundation.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$58,855
<b>Mid-Range Teacher Salary</b>		\$92,519
<b>Highest Teacher Salary</b>		\$114,665
<b>Average Principal Salary (Elementary)</b>		\$142,791
<b>Average Principal Salary (Middle)</b>		\$151,078
<b>Average Principal Salary (High)</b>		\$167,094
<b>Superintendent Salary</b>		\$281,086
<b>Percent of Budget for Teacher Salaries</b>	29%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The District annually holds professional development days in which teachers are offered a broad variety of professional learning opportunities in curriculum and instructional practices in support of a continuous cycle of improvement. Professional learning opportunities include grade-level and/or content-specific programming on full and partial days, as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. Over the past five years, the primary focus of professional learning has been supporting teachers in math, English Language Arts/English Language Development, history-social science, and science curricula, content standards, and frameworks, as well as using student data to improve instructional practices. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities, which included collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners' access to rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2024, all teachers participated in multiple days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. This school year, we placed added focus on addressing issues related to diversity, equity, and inclusion, grading practices, social-emotional learning, and the effective implementation of Professional Learning Communities.

At Gladstone Middle School, the primary areas for professional development are improving instructional practice, responding to student academic and social-emotional needs, and developing safety techniques and procedures to ensure that all staff are ready for campus-wide emergencies. The certificated staff at Gladstone Middle School have received training in professional learning communities, specifically in the development of instruction, assessments, and support systems to ensure that all students succeed in the classroom. Currently, GMS is focused on developing the capacity to meet the needs of English learners, meeting all students' social and emotional needs, revising grading practices to focus on equity and learning, and ensuring the needs of students with disabilities are met.

The majority of professional development days occur on early student release days in certificated Professional Learning Communities meetings, monthly faculty and classified meetings. Most professional development days last for an 2 hours, where teachers learn together and work together to improve classroom practice. Teachers are supported in their professional development by peers, instructional coaches from the District, curriculum experts who support the adopted textbook materials, occasional consultants who support the development of professional learning communities protocol use within academic

## Professional Development

departments, and administrative oversight and faculty meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	57	55	55