

Gladstone Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 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, effectively communicate and purposefully collaborate.
- *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 a middle school in the city of Covina but is part of the Azusa Unified School District. 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 cocurricular activities aimed at helping students develop positive relationships and set personal as well as collective goals toward success. Gladstone Middle School has partnered with McKinley Children's Services 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 to provide peer mediation and conflict resolution as part of the school's focus on restorative discipline practices.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	221
Grade 11	178
Grade 12	230
Total Enrollment	629

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
Asian	1.1%
Black or African American	1.1%
Filipino	1.6%
Hispanic or Latino	94.1%
Two or More Races	0.3%
White	1.6%
English Learners	21.5%
Foster Youth	0.5%
Homeless	7.6%
Migrant	0.2%
Socioeconomically Disadvantaged	92.5%
Students with Disabilities	17%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	81.66	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	1.63	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.15	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.40	9.77	11.10	3.23	12115.80	4.41
Unknown	2.10	4.74	11.20	3.25	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.30	75.64	309.50	89.02	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.20	3.40	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.10	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.90	13.18	17.40	5.03	11953.10	4.28
Unknown	3.50	7.88	12.10	3.50	15831.90	5.67
Total Teaching Positions	45.40	100.00	347.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.90	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	4.40	4.90
Total Out-of-Field Teachers	4.40	5.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15	8.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17	7.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015)	Yes	0
Mathematics	College Preparatory Math - Core Connections (2015)	Yes	0

Science	Pearson Elevate California Integrated Science (2019)	Yes	0
History-Social Science	Pearson Education: Ancient World: California myWorld Interactive (2018) Medieval Early Modern Times: California myWorld Interactive (2018) American History: California myWorld Interactive (2018)	Yes	0
Foreign Language	Carnegie Learning: En Voz Alta (2023) ¡Qué Chevere! (2023) ¡Qué Chevere! (2023)	Yes	0

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 (AUSD) 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

05-22-23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: 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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	46	37	36	47	46
Mathematics (grades 3-8 and 11)	18	14	23	22	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
All Students	165	156	94.55	5.45	46.15
Female	74	70	94.59	5.41	58.57
Male	91	86	94.51	5.49	36.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	157	148	94.27	5.73	45.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	31	81.58	18.42	3.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	61.54
Socioeconomically Disadvantaged	147	141	95.92	4.08	45.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	35	100.00	0.00	2.86

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
All Students	164	161	98.17	1.83	14.29
Female	74	73	98.65	1.35	8.22
Male	90	88	97.78	2.22	19.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	156	153	98.08	1.92	13.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	7.69
Socioeconomically Disadvantaged	146	143	97.95	2.05	14.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	35	100.00	0.00	0.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.77	19.54	17.48	16.88	29.47	30.29

2022-23 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	393	389	98.98	1.02	19.54
Female	190	187	98.42	1.58	18.18
Male	203	202	99.51	0.49	20.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	372	368	98.92	1.08	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	72	97.30	2.70	0.00
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	3.85
Military	22	22	100.00	0.00	18.18
Socioeconomically Disadvantaged	357	353	98.88	1.12	19.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	66	98.51	1.49	1.52

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	305
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.4
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	46.05

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 7	95%	95%	95%	96%	95%

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.

2023-24 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 (ELAC), School Site Council (SSC), Weekly Parent Workshops, California Association for Bilingual Educators (CABE) conference, and Coffee with the Principal meetings. Beyond the decision-making bodies for parent involvement, the school offers two 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.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.4	10	10.8	9.2	10	14	9.4	7.8	8.2
Graduation Rate	94	89.2	89.2	85.7	87.2	83.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	232	207	89.2
Female	116	107	92.2
Male	116	100	86.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	221	197	89.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	46	27	58.7
Foster Youth	--	--	--
Homeless	35	27	77.1
Socioeconomically Disadvantaged	224	200	89.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	29	80.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	692	664	199	30.0
Female	335	324	87	26.9
Male	357	340	112	32.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	0	0.0
Black or African American	9	6	3	50.0
Filipino	10	10	1	10.0
Hispanic or Latino	652	628	192	30.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	0	0.0
White	10	10	3	30.0
English Learners	156	148	59	39.9
Foster Youth	11	9	5	55.6
Homeless	60	56	25	44.6
Socioeconomically Disadvantaged	628	607	188	31.0
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	126	114	43	37.7

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	4.48	8.09	0.03	3.17	5.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.09	0
Female	7.16	0
Male	8.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.98	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.33	0
Foster Youth	54.55	0
Homeless	16.67	0
Socioeconomically Disadvantaged	8.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.73	0

2023-24 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 and administrators are on duty during passing periods. Five full-time and one part-time campus security/aides supervise students during 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. In order to prepare for threats of violence, all school staff and students are trained in ALICE techniques and procedures.

A Comprehensive School Safety Plan was developed by the Safe Schools Committee 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 Safe School Committee 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 school site council reviewed and approved the school safety plan on December 6, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	52	12	9
Mathematics	19	23	21	3
Science	21	17	10	11
Social Science	17	26	8	12

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

2022-23 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	251.6

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,728	\$1,464	\$6,264	\$88,179
District	N/A	N/A	\$6,243	\$91,726
Percent Difference - School Site and District	N/A	N/A	0.3	-3.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-19.4	0.9

Fiscal Year 2022-23 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides base funding to support the achievement of all students and Supplemental and Concentration funds directed primarily toward English Learners, low-income, 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 & Technical Education Pathways
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

Currently, Gladstone Middle School's federal and state supplemental funding supports struggling students in math and English, Long Term English Learners (LTELs), 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 career technical education courses, materials for the classes, and professional development for teachers of Career Technical Education (CTE) courses are funded. Supplemental funds are used to support the school's Advancement Via Individual Determination (AVID) and music and arts programs. Title 1 and supplemental concentration funds are spent to support teacher training in mathematics 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$55,153	\$54,190
Mid-Range Teacher Salary	\$81,306	\$85,111
Highest Teacher Salary	\$104,620	\$104,999
Average Principal Salary (Elementary)	\$128,835	\$132,492
Average Principal Salary (Middle)	\$134,467	\$140,987
Average Principal Salary (High)	\$148,204	\$153,884
Superintendent Salary	\$242,440	\$255,503
Percent of Budget for Teacher Salaries	31.44%	32.09%
Percent of Budget for Administrative Salaries	4.7%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	31.2
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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	1
English	1
Fine and Performing Arts	8
Foreign Language	3
Mathematics	1
Science	1
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

The District annually holds professional development (PD) days in which teachers are offered a broad-based 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. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment (TOSA), 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 2022, all teachers participated in six 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. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

At Gladstone Middle School (GMS), 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 GMS 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 (PLC) meetings, monthly faculty meetings, and classified meetings. Most PD days last for an hour, where teachers learn together and work together to improve classroom practice. Teachers are supported in their PD by peers, instructional coaches from the District, curriculum experts who support the adopted textbook materials, occasional consultants who support the development of PLC protocol use within academic departments, and administrative oversight and faculty

Professional Development

meetings. Additionally, the District has had ongoing support from TOSAs on a daily basis for teachers who need support with instructional practice.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	56	57	55