

Gilbert Continuation High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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., 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Gilbert Continuation High School
Street	1800 West Ball Road
City, State, Zip	Anaheim, CA 92804
Phone Number	(714) 999-3738
Principal	Jei Garlitos
E-mail Address	garlitos_j@auhsd.us
Web Site	http://gilbert.auhsd.us
Grades Served	9-12
CDS Code	30664313032786

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

School Mission Statement:

Gilbert High School's mission is to serve the needs of all students in a safe, positive, supportive learning environment. Through instruction that is based on current state-adopted standards and the Partnership for 21st Century Skills, and through a collaborative effort with parents/guardians and the community, students recover and earn credits toward a high school diploma, so they can attain college and career readiness and post-secondary success.

General Information:

Gilbert High School is an accredited continuation high school that serves students in grades 9 through 12. It is a full-day program (8:00 am to 1:52 pm) designed to assist those students who are often credit deficient or in need of a flexible schedule due to employment, family obligations, and/or other critical needs. Students follow the District adopted curriculum, meet the District graduation requirements and are encouraged to enroll in ROP job training courses as part of their day. Gilbert High School's mission is to serve the needs of all students in a safe, positive, supportive learning environment. Through instruction that is based on current state-adopted standards and the Partnership for 21st Century Skills, and through a collaborative effort with parents/guardians and the community, we help students recover and earn credits toward a high school diploma so they can attain college and career readiness and post-secondary success.

Educational Highlights:

Gilbert students attend a full-day program. The duration of a semester for most courses is nine weeks; however, some courses, such as those offered through a partnership with the North Orange County Regional Occupational Program (NOCROP), utilize a traditional 18-week semester. All students at Gilbert are enrolled in a year-long zero- and fifth-period class with an assigned teacher/mentor. The curriculum for the zero-period class (Learning Skills) is designed by the school's Response to Intervention (RtI) specialist and is focused on college and career readiness. The fifth period class (Instructional Communications) follows a rotating schedule, which allows students to revisit each of their classes on a weekly basis for supplementary and review lessons. Gilbert students must meet the District's minimum graduation requirements to earn a high school diploma, which includes 220 total credits. Completed coursework must include the District's graduation requirements of: English 1-4, U.S. History, World History, Government, Economics, Algebra 1 P, Algebra Core Concepts, Algebra 1 Plus, Geometry, Algebra 2, Earth Science, Biology, Art, Business System Tech, PE, Health, and electives. Targeted instruction is offered via APEX and ALEKS online courses and coursework, and Credit Acceleration Program (CAP) classes. Career Technical Education (CTE) offerings include accounting, wood, law and legal, culinary arts, and masonry.

Demographic Information:

Annual enrollment ranges between 600 and 800 students, and 68% qualify for the free and reduced lunch program. As of September 2015, 54% of students are English Learners, 15% receive Special Education services. Student demographics from September 2015 also indicate: 77% Hispanic, 12% White, 2.2% Black, 0.6% Asian, and 8.2% other.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	4
Grade 10	16
Grade 11	182
Grade 12	515
Total Enrollment	717

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	1.5
Filipino	1.1
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.4
White	11.3
Two or More Races	1.3
Socioeconomically Disadvantaged	80.3
English Learners	39.1
Students with Disabilities	11.9
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	41	40	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	1	0	1
Vacant Teacher Positions	0	0	0

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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.4	0.7
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language is not offered at Gilbert High School.		0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	Gilbert HS has a limited offering of lab sciences including Biology and Earth Science.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms may be obtained by speaking with the school principal.

Gilbert High School is located in the Trident Education Center at 1800 W. Ball Road, Anaheim, and shares the campus with Polaris High School (Independent Study). School facility conditions evaluations are conducted annually. During the fall of 2009, a thorough analysis of the alternative education facilities resulted in a decision to consolidate the Gilbert-West site into the the Gilbert-South campus on the Trident Education Center site, starting with the 2010-11 school year.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 6, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 6, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		A few lights were replaced in the cafeteria.
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			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 6, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	10	44	44
Mathematics	1	28	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	319	202	63.3	42	30	9	1
Male	11		129	40.4	43	27	11	0
Female	11		73	22.9	40	34	7	3
Black or African American	11		8	2.5	--	--	--	--
American Indian or Alaska Native	11		2	0.6	--	--	--	--
Asian	11		4	1.3	--	--	--	--
Filipino	11		2	0.6	--	--	--	--
Hispanic or Latino	11		161	50.5	46	27	7	1
Native Hawaiian or Pacific Islander	11		3	0.9	--	--	--	--
White	11		14	4.4	14	57	14	0
Two or More Races	11		8	2.5	--	--	--	--
Socioeconomically Disadvantaged	11		165	51.7	42	29	8	1
English Learners	11		77	24.1	58	16	5	0
Students with Disabilities	11		13	4.1	62	0	0	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	319	188	58.9	80	5	1	0
Male	11		124	38.9	77	6	1	0
Female	11		64	20.1	86	3	2	0
Black or African American	11		8	2.5	--	--	--	--
American Indian or Alaska Native	11		1	0.3	--	--	--	--
Asian	11		3	0.9	--	--	--	--
Filipino	11		2	0.6	--	--	--	--
Hispanic or Latino	11		151	47.3	83	3	0	0
Native Hawaiian or Pacific Islander	11		2	0.6	--	--	--	--
White	11		13	4.1	77	8	0	0
Two or More Races	11		8	2.5	--	--	--	--
Socioeconomically Disadvantaged	11		151	47.3	83	3	1	0
English Learners	11		74	23.2	80	3	0	0
Students with Disabilities	11		11	3.4	73	0	0	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	8	8	12	61	61	56	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	12
Male	8
Female	18
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	6
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	12
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Gilbert High School has five career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2014-15 school year courses were offered in the following career industries: Building Trades & Construction; Business & Finance; Health Science & Medical Technology; and Culinary Arts.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	211
% of pupils completing a CTE program and earning a high school diploma	na
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	na

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.61
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	22	18	23	55	46	49	57	56	58
Mathematics	9	15	16	57	51	49	60	62	59

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	77	10	13	84	9	6
Male	100			93	7	
Female	59	18	24	76	12	12
Hispanic or Latino	89	11		100		
Socioeconomically Disadvantaged	89	11		100		

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents have the opportunity and are encouraged to participate in the education of their child. Parent Orientation nights are held at the beginning of each semester and on-campus events, such as Meet/Greet the Principal and parent learning walks, are held throughout the year. Parents are invited to join the School Site Council (SSC) and other committee meetings to provide input on school policies and procedures. SSC members help write the annual school plan, parent involvement policy, and school-home compact. There is bilingual support for parents with language needs, and all parents receive home calls in their preferred language through TeleParent to inform them of campus activities or incidents. In addition, all parents have access to their student's progress through the Aeries Parent Portal, available with instructions on the school website. Parents are encouraged to contact school administrators, counselors, and teachers as needed and may call the school (714-999-3738) to participate in school events or join a school committee.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	12.10	8.60	8.60	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	82.48	84.34	84.81	82.48	84.34	84.81	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	35.6	84.11	84.6
Black or African American	42.86	82.8	76
American Indian or Alaska Native		88.89	78.07
Asian	54.55	93.83	92.62
Filipino	50	97.03	96.49
Hispanic or Latino	34.35	81.33	81.28
Native Hawaiian/Pacific Islander	14.29	76.92	83.58
White	42.62	85.53	89.93
Two or More Races	28.57	70	82.8
Socioeconomically Disadvantaged	37.35	58.25	61.28
English Learners	29.7	54.13	50.76
Students with Disabilities	33.19	82	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	13.69	12.44	11.73	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.54	0.67	0.08	0.20	0.13	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Safety Plan is reviewed on an annual basis. A School Safety Committee comprised of staff members meets three times annually to update the plan. Updates to the School Safety Plan are completed and presented to the School Site Council each year. The Plan was reviewed with the School Site Council on December 10, 2015. Copies of the plan are maintained in each administrative office.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2008-2009
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	17	56	31	1	14	47	9	1	9	83	8			
Mathematics	16	28	8		15	26	13		9	60	3			
Science	11	21	3		13	15	6		9	27	3			
Social Science	10	42	12		12	36	9	1	7	75	8			

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	757
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,310	\$1,985	\$8,325	\$89,521
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	7.5	1.3
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	55.7	19.5

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

Types of Services Funded (Fiscal Year 2014-15)

Gilbert High School receives federal and state categorical funding and is a school-wide Title I program. Funding for the LCAP goals of college and career readiness, parental involvement, and a safe and positive school environment is through the Local Control Funding Formula. Title I funding targets the literacy needs of the students as well as the professional development needs of the Gilbert staff, including acquiring instructional strategies that benefit the at-risk student and aligning the curricula to the current state adopted standards, the Partnership for 21st Century Skills, and the Next Generation Science Standards. Funding is used to support all modes of learning, to offer additional opportunities for students to become college and career ready, and to provide additional credit recovery options outside of the traditional school day.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,618	\$44,363
Mid-Range Teacher Salary	\$88,470	\$71,768
Highest Teacher Salary	\$101,623	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$126,979	\$121,276
Average Principal Salary (High)	\$133,651	\$133,673
Superintendent Salary	\$245,000	\$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. All teachers share a common sixth period conference period, which provides the opportunity for regular collaboration. Additionally, Gilbert High School provides 1 hour of staff development time each week through an early release schedule. Staff development time is devoted maintaining current research based teaching strategies and positive behavioral intervention strategy trainings.

On Site training in current teaching strategies is facilitated through Gilbert High School's Lesson Design Specialist. This position is occupied by two credentialed teachers who receive regularly scheduled specialized training on effective teaching strategies.