

Gilbert Continuation High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| 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/ |
| 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 (School Year 2016-17)

School Mission Statement:

Gilbert High School's mission is to provide a safe and caring learning environment. Through literacy and standards-based instructional support, students improve their academic, personal and social skills, so they may assume a productive and positive role in their community.

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), which is designed to assist those students who are 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. 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, the Partnership for 21st Century Skills, Next Generation Science Standards, District initiatives, and through a collaborative effort with parents/guardians and the community, we help students recover/earn credits toward a high school diploma, in order to 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 advisement class with an assigned teacher/mentor. The curriculum for the advisement class, which focuses on college and career readiness, is collaboratively designed by teachers and is part of the school's Multi-Tiered System of Supports (MTSS). Gilbert High School 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. Career Technical Education (CTE) offerings range from accounting and law and legal, to culinary arts and masonry. Learning environments include direct instruction, APEX online courses, and Credit Acceleration Program (CAP) classes. Targeted groups include Special Education, English Learners, McKinney Vento, and Teen Parents; however, all students have access to academic, behavioral, and social interventions, such as counseling interns; substance abuse workshops; college application and FAFSA workshops; community resources; and campus support groups and clubs.

Demographic Information:

Annual enrollment ranges between 600 and 800 students. The official 2015-16 enrollment is 752, in which 76% participate in the free and reduced meal program. The demographic profile also indicates the following regarding student subgroups: 79% Hispanic, 10% White, 4% African American, 2% Filipino, 1% Asian, 1% Native American/Pacific Islander, 3% other.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 2 |
| Grade 10 | 27 |
| Grade 11 | 187 |
| Grade 12 | 519 |
| Ungraded Secondary | 17 |
| Total Enrollment | 752 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.5 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.2 |
| Filipino | 1.5 |
| Hispanic or Latino | 79.4 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 9.7 |
| Two or More Races | 4 |
| Socioeconomically Disadvantaged | 79.7 |
| English Learners | 39.6 |
| Students with Disabilities | 14 |
| Foster Youth | 1.6 |

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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 41 | 40 | 40 | 1250 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 13 | 59 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 1 | 0 |
| Total Teacher Misassignments * | 0 | 1 | 13 |
| 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 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 98.0 | 2.0 |
| High-Poverty Schools in District | 98.2 | 1.8 |
| Low-Poverty Schools in District | 97.0 | 3.0 |

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 2016-17)

Year and month in which data were collected: September 2016

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 September 2016.

| Subject | 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 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| 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 August 25, 2016.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: August 25, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| 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 of the most recent FIT report: August 25, 2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 13 | 15 | 44 | 47 | 44 | 48 |
| Mathematics | 1 | 3 | 29 | 29 | 34 | 36 |

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 350 | 280 | 80.0 | 14.7 |
| Male | 11 | 231 | 189 | 81.8 | 16.6 |
| Female | 11 | 119 | 91 | 76.5 | 10.6 |
| Black or African American | 11 | 13 | 9 | 69.2 | 11.1 |
| American Indian or Alaska Native | 11 | -- | -- | -- | -- |
| Asian | 11 | -- | -- | -- | -- |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 270 | 219 | 81.1 | 11.6 |
| White | 11 | 39 | 30 | 76.9 | 35.7 |
| Two or More Races | 11 | 17 | 13 | 76.5 | 7.7 |
| Socioeconomically Disadvantaged | 11 | 265 | 215 | 81.1 | 10.8 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| English Learners | 11 | 111 | 91 | 82.0 | 4.4 |
| Students with Disabilities | 11 | 49 | 39 | 79.6 | 13.5 |
| Foster Youth | 11 | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 349 | 269 | 77.1 | 2.8 |
| Male | 11 | 231 | 183 | 79.2 | 3.5 |
| Female | 11 | 118 | 86 | 72.9 | 1.2 |
| Black or African American | 11 | 13 | 9 | 69.2 | |
| American Indian or Alaska Native | 11 | -- | -- | -- | -- |
| Asian | 11 | -- | -- | -- | -- |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 270 | 209 | 77.4 | 1.5 |
| White | 11 | 39 | 29 | 74.4 | 7.1 |
| Two or More Races | 11 | 17 | 13 | 76.5 | |
| Socioeconomically Disadvantaged | 11 | 265 | 206 | 77.7 | 2.1 |
| English Learners | 11 | 111 | 90 | 81.1 | |
| Students with Disabilities | 11 | 49 | 36 | 73.5 | |
| Foster Youth | 11 | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 8 | 12 | 16 | 61 | 56 | 51 | 60 | 56 | 54 |

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

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 67 | 43 | 64.2 | 16.3 |
| Male | 47 | 30 | 63.8 | 20.0 |
| Female | 20 | 13 | 65.0 | 7.7 |
| Hispanic or Latino | 44 | 27 | 61.4 | 7.4 |
| White | 14 | 10 | 71.4 | 30.0 |
| Socioeconomically Disadvantaged | 54 | 34 | 63.0 | 8.8 |
| English Learners | 11 | 8 | 72.7 | |
| Students with Disabilities | 17 | 11 | 64.7 | 9.1 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

Gilbert High School has four career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2015-16 school year courses were offered in the following career industries: Business & Finance; Design, Visual, and Media Arts, Health Science & Medical Technology; and Hospitality, Tourism, and Recreation.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 136 |
| % of pupils completing a CTE program and earning a high school diploma | 36.36% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100% |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.61 |
| 2014-15 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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

| 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 (School Year 2016-17)

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/Blackboard Connect to inform them of campus activities or incidents. In addition, all parents have access to their student's progress through the Aeries (student information system) Parent Portal, which is 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 to 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 8.60 | 8.60 | 7.30 | 8.60 | 8.60 | 7.30 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 84.34 | 84.81 | 87.31 | 84.34 | 84.81 | 87.31 | 80.44 | 80.95 | 82.27 |

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 39 | 86 | 86 |
| Black or African American | 58 | 86 | 78 |
| American Indian or Alaska Native | 0 | 69 | 78 |
| Asian | 78 | 96 | 93 |
| Filipino | 50 | 94 | 93 |
| Hispanic or Latino | 37 | 83 | 83 |
| Native Hawaiian/Pacific Islander | 33 | 82 | 85 |
| White | 38 | 87 | 91 |
| Two or More Races | 100 | 90 | 89 |
| Socioeconomically Disadvantaged | 53 | 63 | 66 |
| English Learners | 38 | 53 | 54 |
| Students with Disabilities | 38 | 80 | 78 |

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 12.4 | 11.7 | 12.3 | 5.4 | 5.4 | 5.6 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.7 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

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. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

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.

Federal Intervention Program (School Year 2016-17)

| 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 | 13 |
| 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 | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 14 | 47 | 9 | 1 | 9 | 83 | 8 | | 9 | 83 | 8 | |
| Mathematics | 15 | 26 | 13 | | 9 | 60 | 3 | | 9 | 60 | 3 | |
| Science | 13 | 15 | 6 | | 9 | 27 | 3 | | 9 | 27 | 3 | |
| Social Science | 12 | 36 | 9 | 1 | 7 | 75 | 8 | | 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 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3 | 250 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0.05 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.5 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0.05 | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$12,734 | \$2,556 | \$10,178 | \$92,172 |
| District | N/A | N/A | \$8,344 | \$90,749 |
| Percent Difference: School Site and District | N/A | N/A | 22.0 | 1.6 |
| State | N/A | N/A | \$5,677 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | 79.3 | 18.4 |

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

Types of Services Funded (Fiscal Year 2015-16)

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, the advancement of parent involvement opportunities, and 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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,833 | \$46,184 |
| Mid-Range Teacher Salary | \$90,682 | \$75,179 |
| Highest Teacher Salary | \$104,163 | \$96,169 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$133,509 | \$124,243 |
| Average Principal Salary (High) | \$138,901 | \$137,939 |
| Superintendent Salary | \$225,500 | \$217,637 |
| Percent of Budget for Teacher Salaries | 38% | 35% |
| 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 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All courses | 0 | N/A |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities, in which teachers and paraprofessionals participate.