

# Gilbert Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

#### School Mission Statement:

Gilbert High School's mission is to provide a safe and caring learning environment. Through instruction that is based on the current state-adopted standards, 21st century skills, and the Next Generation Science standards, we help our 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 Model Continuation High School that serves students in grades 9 through 12.. The school's full-day program (8:00 am to 1:52 pm) is designed to assist students who are credit deficient or in need of a flexible schedule due to employment, family obligations, and/or other critical needs. Through a collaborative effort with parents/family members and the community, Gilbert helps students recover/earn credits toward a high school diploma and prepare for postsecondary success. Students have the option of graduating from Gilbert or, for those who are on-track, returning to their comprehensive site to graduate.

#### Educational Highlights:

In February of 2017, Gilbert was designated a Model Continuation High School by the California Department of Education. Gilbert students have access to varied learning environments, including direct instruction, APEX online courses, and Credit Acceleration Program (CAP) classes. Targeted groups include English Learners, McKinney Vento, Socioeconomically Disadvantaged, Students with Disabilities, 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. The duration of a semester for most courses is nine weeks; although some courses, such as those offered through a partnership with the North Orange County Regional Occupational Program (NOCROP) utilize a traditional 18-week semester. 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, law, and legal, to culinary arts and masonry.

#### Demographic Information:

Annual enrollment ranges between 600 and 800 students. According to DataQuest, the 2016-17 enrollment was 716. Of this, approximately 33% were English Learners, 19% were McKinney Vento. 79% were Socioeconomically Disadvantaged, and 17% were Students with Disabilities. The demographic profile for that year was: 79% Hispanic, 10% White, 3% African American, 1% Filipino, 1% Asian, 1% Native American/Pacific Islander, 5% other.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	17
<b>Grade 11</b>	200
<b>Grade 12</b>	471
<b>Ungraded Secondary</b>	28
<b>Total Enrollment</b>	716

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	1
Asian	1.3
Filipino	1.3
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0
White	10.5
Two or More Races	3.9
Socioeconomically Disadvantaged	78.6
English Learners	33.4
Students with Disabilities	17.3
Foster Youth	0.4

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	40	40	38	1199
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	13	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	13	0
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language is not offered at Gilbert High School.		0
<b>Health</b>	Health textbooks were adopted in 2016-17. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 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 September 21, 2017.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 21, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September 21, 2017				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	9	47	46	48	48
Mathematics (grades 3-8 and 11)	3	1	29	28	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	279	80.64	9.06
Male	224	183	81.7	8.89
Female	122	96	78.69	9.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	219	81.11	6.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	31	72.09	16.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	292	233	79.79	8.7
English Learners	119	99	83.19	1.02
Students with Disabilities	42	33	78.57	3.13
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	282	81.74	0.71
Male	225	187	83.11	0
Female	120	95	79.17	2.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	221	82.16	0.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	33	76.74	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	292	238	81.51	0.85
English Learners	119	102	85.71	0
Students with Disabilities	44	34	77.27	0
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	12	16	56	51	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

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 2016-17 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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	0.00%
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	92.98
2015–16 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## 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 for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents and family members have the opportunity and are encouraged to participate in the education of their student. Family orientation nights are held at the beginning of each semester and on-campus events, such as Barbecue, Questions and Answers (BBQ&A) and parent/family learning walks, are held throughout the year. Parents/family members are invited to join the English Learner Advisory Committee (ELAC), 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, family engagement policy, and school-home compact. Our full-time, bilingual Family and Community Engagement specialist (FACE) addresses parent needs and conducts family participation events. Parents/family members receive home calls in their preferred language through Blackboard Connect/Loop to inform them of campus activities or incidents. In addition, all parents/family members have access to their student's progress through the Aeries (student information system) Parent Portal, which is available with instructions on the school website.



## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	35.9	44.2	35.3	8.6	7.3	6.3	11.5	10.7	9.7
Graduation Rate	35.63	33.73	46.03	84.81	87.31	88.61	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	43.35	88.18	87.11
Black or African American	68.75	91.37	79.19
American Indian or Alaska Native	0	68.75	80.17
Asian	77.78	99.39	94.42
Filipino	50	95.5	93.76
Hispanic or Latino	40	84.98	84.58
Native Hawaiian/Pacific Islander	66.67	97.3	86.57
White	64.29	89.27	90.99
Two or More Races	33.33	91.11	90.59
Socioeconomically Disadvantaged	46.02	93.74	85.45
English Learners	38.46	59.37	55.44
Students with Disabilities	65.57	70.29	63.9
Foster Youth	33.33	63.16	68.19

## 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	11.7	12.3	10.0	5.4	5.6	5.8	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The School Safety Plan is updated on an annual basis by the School Safety Committee, and is reviewed and approved by the School Site Council. No less than four school wide safety/evacuation drills are conducted throughout the school year.

## 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 2017-18)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	9	83	8		10	68	8		9	83	2	
Mathematics	9	60	3		10	48	9		7	66		
Science	9	27	3		8	35	1		7	41		
Social Science	7	75	8		8	61	12		7	74	5	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	358
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	0.25	N/A
Social Worker	0.05	N/A
Nurse	0.08	N/A
Speech/Language/Hearing Specialist	0.15	N/A
Resource Specialist	0	N/A
Other	0.5	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,142	\$3,085	\$10,057	\$90,447
District	N/A	N/A	\$8,163	\$93,131
Percent Difference: School Site and District	N/A	N/A	20.8	-2.9
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	41.9	8.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 (LCFF). 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.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,221
Mid-Range Teacher Salary	\$93,402	\$83,072
Highest Teacher Salary	\$110,430	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,289	\$128,094
Average Principal Salary (High)	\$148,732	\$146,114
Superintendent Salary	\$260,000	\$226,121
Percent of Budget for Teacher Salaries	36%	34%
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 2016-17)**

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 of at least one student.

## **Professional Development (Most Recent Three Years)**

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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 to maintaining current research-based teaching strategies and positive behavioral intervention strategy training.

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.