

Gilbert Continuation High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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 2018-19)

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 student 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 a full-time social worker, social work 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, Math 3, Math 4, Math 5, Introduction to Functions, Earth Science, Biology, Art, Computer Ethics, PE, Health, and electives. We offer Paxton-Patterson STEM-based college and career ready courses that range from HVAC and plumbing to sports medicine and robotics, and Career Technical Education (CTE) courses that range from accounting and law and legal to culinary arts and masonry.

Demographic Information:

Annual enrollment at Gilbert fluctuates throughout the year but ranges between 450 and 800 students. A September 12, 2018 snapshot showed enrollment at 595, in which 83.4% were socioeconomically disadvantaged, 33.1% were English Learners, 12.9% were students with disabilities (SWD), 18.5% were McKinney-Vento, and 0.7% were foster youth. In addition, the majority of students were Hispanic (70.1%) and male (61.2%).

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	2
Grade 10	9
Grade 11	128
Grade 12	527
Ungraded Secondary	30
Total Enrollment	696

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.0
Asian	1.4
Filipino	0.9
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.4
White	4.9
Socioeconomically Disadvantaged	86.4
English Learners	38.4
Students with Disabilities	21.0
Foster Youth	0.9

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	40	38	37	1199
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	13	0	16	146

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	13	0	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 2018-19)

Year and month in which data were collected: July 2018

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.

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 2018-19. 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 2018-19. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. 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 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 15, 2018.

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: August 15, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 15, 2018	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	9.0	9.0	46.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	1.0	0.0	28.0	27.0	37.0	38.0

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.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	191	80.59	8.95
Male	130	110	84.62	10.09
Female	107	81	75.70	7.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	208	170	81.73	7.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	219	178	81.28	8.47
English Learners	83	71	85.54	1.41
Students with Disabilities	36	23	63.89	8.70
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	175	75.11	0
Male	129	103	79.84	0
Female	104	72	69.23	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	154	75.86	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	164	76.28	0
English Learners	80	65	81.25	0
Students with Disabilities	35	20	57.14	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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

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 2017-18 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 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	89.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 Back to School Night, Open House, parent learning walks, and an awards and talent show, 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, text messages, or email in their preferred language through Teleparent, Blackboard Connect, Remind, and 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	44.2	35.3	28.7	7.3	6.3	6.8	10.7	9.7	9.1
Graduation Rate	33.7	46.0	47.5	87.3	88.6	86.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	51.2	87.7	88.7
Black or African American	83.3	91.0	82.2
American Indian or Alaska Native	33.3	84.6	82.8
Asian	100.0	98.8	94.9
Filipino	16.7	93.3	93.5
Hispanic or Latino	49.2	84.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	65.0	90.3	92.1
Two or More Races	40.9	89.6	91.2
Socioeconomically Disadvantaged	55.1	93.3	88.6
English Learners	42.0	58.7	56.7
Students with Disabilities	45.5	68.9	67.1
Foster Youth	0.0	66.7	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	12.3	10.0	10.3	5.6	5.8	4.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Anaheim High School Safety Plan is implemented by staff members. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	10.0	68	8		9.0	83	2		10.0	65	3	
Mathematics	10.0	48	9		7.0	66			8.0	67	3	
Science	8.0	35	1		7.0	41			7.0	37	1	
Social Science	8.0	61	12		7.0	74	5		8.0	79	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	303
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 (non-teaching)	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 2016-17)

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	\$94,805
Percent Difference: School Site and District	N/A	N/A	20.8	-2.9
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	41.9	8.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 culture is provided by the Local Control Funding Formula (LCFF). Title I, and Title IV. Our LCFF funds are used to improve and increase educational services for our educationally disadvantaged students and English Learners. Our Title I funding targets the learning needs of our students, parent involvement opportunities, and professional development of our staff. Our Title IV funds are used to support STEAM (science, technology, engineering, art, math) programs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,747
Mid-Range Teacher Salary	\$93,402	\$86,127
Highest Teacher Salary	\$110,430	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$137,581	\$136,636
Average Principal Salary (High)	\$152,510	\$150,286
Superintendent Salary	\$260,000	\$238,058
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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 2017-18)

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	.0

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. 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. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.