

Gilbert Continuation High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	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	Katrina Callaway
Email Address	callaway_k@auhsd.us
Website	http://gilbert.auhsd.us/
County-District-School (CDS) Code	30664313032786

Entity	Contact Information
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
Website	www.auhsd.us

School Description and Mission Statement (School Year 2019-20)

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, including two full-time social workers, social work interns; substance abuse workshops; college application and FAFSA workshops; community resources; field trips, 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 650 students. An August 26, 2019 snapshot showed enrollment at 551, in which 82.2% were socioeconomically disadvantaged, 34.7% were English Learners, 13.2% were students with disabilities (SWD), 0.4% were McKinney-Vento, and 0.9% were foster youth. In addition, the majority of students were Hispanic (73.1%) and male (61.5%).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	2
Grade 10	8
Grade 11	173
Grade 12	487
Total Enrollment	670

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	0.4
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	0.3
White	7.8
Two or More Races	1
Socioeconomically Disadvantaged	86.4
English Learners	35.2
Students with Disabilities	22.7
Foster Youth	1.3
Homeless	20

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	37	39	1205
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	16	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 2019-20)

Year and month in which data were collected: September 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 September 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, 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 September 27, 2019.

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

Year and month of the most recent FIT report: September, 2019

System Inspected	Rating	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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	9	9	44	46	50	50
Mathematics (grades 3-8 and 11)	0	0	27	28	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	230	86.14	13.86	8.70
Male	152	135	88.82	11.18	9.63
Female	115	95	82.61	17.39	7.37
Black or African American	13	10	76.92	23.08	20.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	217	190	87.56	12.44	7.37
Native Hawaiian or Pacific Islander					
White	30	23	76.67	23.33	17.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	243	209	86.01	13.99	8.13
English Learners	93	82	88.17	11.83	4.88
Students with Disabilities	43	30	69.77	30.23	6.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	60	48	80.00	20.00	12.50

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	218	81.65	18.35	0.00
Male	152	128	84.21	15.79	0.00
Female	115	90	78.26	21.74	0.00
Black or African American	13	10	76.92	23.08	0.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	217	180	82.95	17.05	0.00
Native Hawaiian or Pacific Islander					
White	30	22	73.33	26.67	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	243	197	81.07	18.93	0.00
English Learners	93	79	84.95	15.05	0.00
Students with Disabilities	43	28	65.12	34.88	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	60	43	71.67	28.33	0.00

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	490
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	89.67
2017-18 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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

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 2019-20)

Parents and family members have several opportunities 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-to-home compact. Our full-time, bilingual Family and Community Engagement specialist (FACES) addresses parent needs and conducts family workshops and events. Parents/family members receive home calls, text messages, or email in their preferred language to inform them of their student's progress and of school events. 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	35.3	28.7	30.8	6.3	6.8	6.2	9.7	9.1	9.6
Graduation Rate	46	47.5	41	88.6	86.2	85.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.0	10.3	10.0	5.8	4.8	3.1	3.6	3.5	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 2019-20)

Our School Safety Plan is reviewed, discussed, and updated on an annual basis. Input is gathered from our School Safety Committee (which consists of certificated and classified staff members), local law enforcement officials (police and fire), and our School Site Council (which includes an administrator, staff members, students, and parents/community members). Input from these groups is used to determine any needed changes to current emergency response procedures. The Safe School Action Plan is revised in December to reflect updates that impact response procedures as well as new resources that impact our ability to respond to emergency situations. The Plan addresses survey and trend data, social climate (PBIS and MTSS), student interventions, and the physical environment. Emergency response protocols are discussed during the first two days (non-student professional development) of the school year. The School Safety Plan is implemented by all staff members, and our school community (students and staff) participates in no less than six safety/evacuation drills throughout the school year.

- Drill One: September 19, 2019 @ 8:35 am - Lockdown
- Drill Two: October 17, 2019 @ 10:17 am - Earthquake
- Drill Three: October 28, 2019 @ 1:01 pm - Lockdown
- Drill Four: November 14, 2019 - Lockdown
- Drill Five: January 30, 2020 - Fire
- Drill Six: March 5, 2020 - Lockdown
- Drill Seven: April 2, 2020 - Fire
- Drill Eight: April 16, 2020 - Lockdown

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	9	83	2		10	65	3		9	75	1	
Mathematics	7	66			8	67	3		10	50	2	
Science	7	41			7	37	1		8	36		
Social Science	7	74	5		8	79	5		8	77	4	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	223.3

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,949	\$5,513	\$14,437	\$95,388
District	N/A	N/A	\$9,085	\$93,017.00
Percent Difference - School Site and District	N/A	N/A	45.5	2.5
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	63.2	7.4

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 2018-19)

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. In addition, Gilbert receives Comprehensive Support and Improvement (CSI) funds, which are earmarked for improving student achievement through evidence-based interventions, strategies, and activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,841	\$52,466
Mid-Range Teacher Salary	\$94,336	\$87,373
Highest Teacher Salary	\$111,534	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$137,671	\$142,025
Average Principal Salary (High)	\$148,730	\$153,904
Superintendent Salary	\$260,000	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 early-release 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, Gilbert High School meets weekly for professional development. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.