

# Gilbert Continuation High School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

|  |   |
|--|---|
| <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>                         | Jose Lara   |
| <b>Email Address</b>                     | lara_j@auhsd.us   |
| <b>School Website</b>                    | <a href="https://gilbert.auhsd.us">https://gilbert.auhsd.us</a> |
| <b>County-District-School (CDS) Code</b> | 30664313032786  |

## 2022-23 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | Anaheim Union High School District                      |
| <b>Phone Number</b>             | (714) 999-3511  |
| <b>Superintendent</b>           | Michael B. Matsuda                                      |
| <b>Email Address</b>            | webmaster@auhsd.us                                      |
| <b>District Website Address</b> | <a href="https://www.auhsd.us">https://www.auhsd.us</a> |

## 2022-23 School Overview

### 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:

Gilbert has for the third time been 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. We also have Paxton Patterson College and Career Ready Labs, CTE/ROP courses, our Gilbert Lab part-day credit recovery program for fifth year seniors, our Google Career Certificate courses, and dual enrollment courses through Fullerton Community College. 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 academic counselors, two social workers, a school psychologist, a health services technician, and a Child Welfare and Attendance Liaison. We offer substance abuse workshops, college application and FAFSA workshops, field trips, campus support groups and clubs, an on-site essential needs pantry, and community resources. Gilbert students are required to earn the District requirement of 220 credits to graduate; however, as per AB 216 and 1806, foster, homeless, and probation youth are eligible to graduate with 130 credits. In an additional effort to reach the District's most struggling students, the Board of Trustees recently approved a lowered graduation requirement of 175 credits for eligible Gilbert students.

### Demographic Information:

## 2022-23 School Overview

Annual enrollment at Gilbert fluctuates throughout the year but ranges between 400 and 600 students. An August 10, 2022 snapshot showed enrollment at 578, in which 93.6% were socioeconomically disadvantaged, 35.3% were English Learners, 17.5% were students with disabilities (SWD), 0.2% were McKinney-Vento, and 0.9% were foster youth. In addition, the majority of students were Hispanic (90.5%) and male (57.8%).

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 4                  |
| Grade 10         | 8                  |
| Grade 11         | 102                |
| Grade 12         | 357                |
| Total Enrollment | 471                |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 36.1                        |
| Male                                | 63.9                        |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 1.1                         |
| Black or African American           | 2.1                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 85.8                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| Two or More Races                   | 1.5                         |
| White                               | 8.3                         |
| English Learners                    | 34.6                        |
| Foster Youth                        | 1.3                         |
| Homeless                            | 10.6                        |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 90.2                        |
| Students with Disabilities          | 25.1                        |

## **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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number     | State Percent |
|--|---------------|----------------|-----------------|------------------|------------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 25.20         | 66.68          | 897.90          | 74.43            | 228366.10        | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.00            | 0.25             | 4205.90          | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 49.90           | 4.14             | 11216.70         | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 10.00         | 26.51          | 29.50           | 2.45             | 12115.80         | 4.41          |
| <b>Unknown</b>   | 2.50          | 6.79           | 226.00          | 18.73            | 18854.30         | 6.86          |
| <b>Total Teaching Positions</b>  | <b>37.80</b>  | <b>100.00</b>  | <b>1206.40</b>  | <b>100.00</b>    | <b>274759.10</b> | <b>100.00</b> |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> |               |                |                 |                  |              |               |
| <b>Intern Credential Holders Properly Assigned</b>   |               |                |                 |                  |              |               |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      |               |                |                 |                  |              |               |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         |               |                |                 |                  |              |               |
| <b>Unknown</b>   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>  |               |                |                 |                  |              |               |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    |         |
| Misassignments   | 0.00    |         |
| Vacant Positions   | 0.00    |         |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    |         |
| Local Assignment Options                               | 10.00   |         |
| <b>Total Out-of-Field Teachers</b>                     | 10.00   |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 6.40    |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.50    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2021.

Year and month in which the data were collected

September 2021

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.  | Yes                         | 0  |
| <b>History-Social Science</b>     | History/Social science textbooks were adopted in 2018-19 and 2019-20.<br>7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition<br>8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict<br>10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition<br>11th grade- McGraw-Hill- United States History and Geography- Conflict and Change<br>12th grade- McGraw-Hill- Principles of American Democracy.<br>Savvas- California Economics Principles in Action<br>There is one textbook available per student. | Yes                         | 0  |
| <b>Foreign Language</b>           | 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  |
| <b>Health</b>                     | Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School 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

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 condition 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 15, 2022

|   |                 |
|---|-----------------|
| <b>Year and month of the most recent FIT report</b> | September, 2022 |
|---|-----------------|

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |   |
| <b>Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 16             | N/A              | 43               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 2              | N/A              | 23               | N/A           | 33            |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 361                     | 304                  | 84.21                 | 15.79                     | 15.79                          |
| <b>Female</b>  | 153                     | 120                  | 78.43                 | 21.57                     | 16.67                          |
| <b>Male</b>  | 208                     | 184                  | 88.46                 | 11.54                     | 15.22                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 324                     | 272                  | 83.95                 | 16.05                     | 13.60                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 16                      | 12                   | 75.00                 | 25.00                     | 33.33                          |
| <b>English Learners</b>                              | 113                     | 94                   | 83.19                 | 16.81                     | 4.26                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 38                      | 33                   | 86.84                 | 13.16                     | 24.24                          |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 321                     | 275                  | 85.67                 | 14.33                     | 16.00                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 70                      | 49                   | 70.00                 | 30.00                     | 10.20                          |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 361                     | 295                  | 81.72                 | 18.28                     | 2.04                           |
| <b>Female</b>  | 153                     | 117                  | 76.47                 | 23.53                     | 1.71                           |
| <b>Male</b>  | 208                     | 178                  | 85.58                 | 14.42                     | 2.26                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 324                     | 263                  | 81.17                 | 18.83                     | 0.38                           |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 16                      | 12                   | 75.00                 | 25.00                     | 16.67                          |
| <b>English Learners</b>                              | 113                     | 93                   | 82.30                 | 17.70                     | 0.00                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 38                      | 33                   | 86.84                 | 13.16                     | 0.00                           |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 321                     | 266                  | 82.87                 | 17.13                     | 1.89                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 70                      | 48                   | 68.57                 | 31.43                     | 6.25                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 6.31           | 4.54           | 28.33            | 28.29            | 28.5          | 29.47         |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 650              | 535           | 82.31          | 17.69              | 4.54                    |
| <b>Female</b>  | 264              | 207           | 78.41          | 21.59              | 2.94                    |
| <b>Male</b>  | 386              | 328           | 84.97          | 15.03              | 5.54                    |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 12               | 10            | 83.33          | 16.67              | --                      |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 578              | 476           | 82.35          | 17.65              | 3.4                     |
| <b>Native Hawaiian or Pacific Islander</b>           | --               | --            | --             | --                 | --                      |
| <b>Two or More Races</b>                             | 11               | 8             | 72.73          | 27.27              | --                      |
| <b>White</b>   | 34               | 27            | 79.41          | 20.59              | 11.11                   |
| <b>English Learners</b>                              | 203              | 166           | 81.77          | 18.23              | 0                       |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 72               | 59            | 81.94          | 18.06              | 3.45                    |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 570              | 480           | 84.21          | 15.79              | 4.21                    |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 105              | 63            | 60             | 40                 | 8.06                    |

## 2021-22 Career Technical Education Programs

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.

## 2021-22 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 365                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 100                       |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission          | 80.77   |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.50    |

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents can monitor their student's progress via quarterly progress reports and report cards, the Aeries Parent Portal, and school-to-home phone calls, emails, or text messages in their preferred language. Our on-campus events include Back to School Night, Open House, parent learning walks, an awards and talent show, and family dinners. Parents and family members are invited to join the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and our newly-formed PTSA to provide input on school policies and procedures. SSC members review and approve the annual school plan, family engagement policy, and school-to-home compact. Parent involvement has been increasing on our campus due to the efforts of our Family and Community Engagement Specialist (FACES), Community Schools Coordinator, Community School Lead Teacher, and Child Welfare and Attendance Liaison, who are all based in the Parent Center. Our Parent Center was relocated this year from the former faculty room to the former Polaris Independent Studies building, which offers more space and easier access from the parking lot.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator       | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                | 16.7           | 15             |                  | 3.2              | 3.6              |               | 8.9           | 7.8           |
| Graduation Rate |                | 66.3           | 69             |                  | 92.3             | 92.4             |               | 84.2          | 87            |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | 200                          | 138                        | 69.0                   |
| Female  | 77                           | 54                         | 70.1                   |
| Male  | 122                          | 84                         | 68.9                   |
| American Indian or Alaska Native              | 0                            | 0                          | 0.0                    |
| Asian   | --                           | --                         | --                     |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | --                           | --                         | --                     |
| Hispanic or Latino                            | 171                          | 119                        | 69.6                   |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.0                    |
| Two or More Races                             | --                           | --                         | --                     |
| White   | 17                           | 13                         | 76.5                   |
| English Learners                              | 60                           | 39                         | 65.0                   |
| Foster Youth                                  | --                           | --                         | --                     |
| Homeless                                      | 51                           | 31                         | 60.8                   |
| Socioeconomically Disadvantaged               | 196                          | 136                        | 69.4                   |
| Students Receiving Migrant Education Services | 0                            | 0                          | 0.0                    |
| Students with Disabilities                    | 37                           | 18                         | 48.6                   |



## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 848                   | 805                                     | 635                       | 78.9                     |
| Female  | 322                   | 301                                     | 250                       | 83.1                     |
| Male  | 526                   | 504                                     | 385                       | 76.4                     |
| American Indian or Alaska Native              | 2                     | 2                                       | 1                         | 50.0                     |
| Asian   | 10                    | 10                                      | 6                         | 60.0                     |
| Black or African American                     | 15                    | 14                                      | 11                        | 78.6                     |
| Filipino                                      | 6                     | 6                                       | 4                         | 66.7                     |
| Hispanic or Latino                            | 739                   | 702                                     | 559                       | 79.6                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 3                         | 100.0                    |
| Two or More Races                             | 13                    | 11                                      | 8                         | 72.7                     |
| White   | 55                    | 52                                      | 38                        | 73.1                     |
| English Learners                              | 284                   | 267                                     | 203                       | 76.0                     |
| Foster Youth                                  | 14                    | 11                                      | 10                        | 90.9                     |
| Homeless                                      | 112                   | 106                                     | 87                        | 82.1                     |
| Socioeconomically Disadvantaged               | 753                   | 721                                     | 568                       | 78.8                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 223                   | 206                                     | 128                       | 62.1                     |

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 9.81           | 1.86             | 2.45          |
| Expulsions  | 0.00           | 0.00             | 0.05          |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00           | 1.30           | 0.00             | 2.75             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.00             | 0.00             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 1.30             | 0.00            |
| Female  | 0.93             | 0.00            |
| Male  | 1.52             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 13.33            | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 1.22             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 0.35             | 0.00            |
| Foster Youth                                  | 7.14             | 0.00            |
| Homeless                                      | 1.79             | 0.00            |
| Socioeconomically Disadvantaged               | 1.46             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 1.79             | 0.00            |

## 2022-23 School Safety Plan

Our Safe School Action Plan is reviewed, discussed, and updated on an annual basis. Spearheaded by our assistant principal, the Plan includes input 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 Safety 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 reviewed with staff during the first two days (non-student professional development) of the school year. Red folders with pertinent information for emergencies (campus map, instructions and procedures, class rosters, and attendance sheets) hang in every classroom and office, and also in the cafeteria and kitchen, and are used during our campus-wide safety drills. The Safe School Action 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.

This year's Safety Plan includes 11 additional security cameras for a total of 49 exterior cameras, upgrades to existing cameras (viewable degree), an inventory of all camera locations on Google Sheets, and the schoolwide use of the 5-Star app to identify students out of class (i.e., hall pass, bathroom pass), and for student accountability during evacuations [i.e., Emergency Check-In].

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 9                  | 72                                   |                                       |                                     |
| Mathematics           | 12                 | 40                                   | 3                                     |                                     |
| Science               | 7                  | 31                                   |                                       |                                     |
| Social Science        | 8                  | 68                                   | 1                                     |                                     |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 7                  | 70                                   | 8                                     |                                     |
| Mathematics           | 10                 | 46                                   | 2                                     | 2                                   |
| Science               | 7                  | 31                                   | 1                                     | 1                                   |
| Social Science        | 8                  | 54                                   | 1                                     |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 7                  | 70                                   |                                       |                                     |
| Mathematics           | 6                  | 43                                   |                                       |                                     |
| Science               | 5                  | 37                                   |                                       |                                     |
| Social Science        | 5                  | 72                                   |                                       |                                     |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 235.5 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   | 1.0                              |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1.0                              |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$24,440                     | \$9,444                             | \$14,996                              | \$93,492               |
| District                                      | N/A                          | N/A                                 | 10,543                                | \$98,524               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 34.9                                  | -5.2                   |
| State   | N/A                          | N/A                                 | \$6,594                               | \$85,856               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 77.8                                  | 8.5                    |

## 2021-22 Types of Services Funded

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 (low-income, English Learners, Foster Youth), with a portion reserved for STEAM (science, technology, engineering, art, math) and Civics programs. Our Title I funding is to support our targeted students, parent involvement, and professional development of our staff. Our Title IV funds are used to support physical education and visual arts. For the past few years, Gilbert has received Comprehensive Support and Improvement (CSI) funds, which are earmarked for improving student achievement through evidence-based interventions, strategies, and activities.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$54,602        | \$55,947                                     |
| Mid-Range Teacher Salary                      | \$93,635        | \$90,080                                     |
| Highest Teacher Salary                        | \$119,824       | \$117,121                                    |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             | \$144,438       | \$146,364                                    |
| Average Principal Salary (High)               | \$156,492       | \$164,633                                    |
| Superintendent Salary                         | \$284,644       | \$261,984                                    |
| Percent of Budget for Teacher Salaries        | 32%             | 31%  |
| Percent of Budget for Administrative Salaries | 4%              | 5%   |

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|  |   |
|--|---|
| <b>Percent of Students in AP Courses</b> | 0 |
|--|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 0                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

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 four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction 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 has weekly professional development opportunities. Our PD time is utilized by departments, specialized programs, and cross-curricular collaborations. All educational staff is involved in a variety of workshops and conferences that focus on such topics as civic engagement and student voice, incorporating the 5Cs, and mindfulness.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 4       | 6       | 10      |