

Gilbert Continuation High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Gilbert Continuation High School
Street	1800 West Ball Road
City, State, Zip	Anaheim, CA 92804
Phone Number	(714) 999-3738
Principal	Jose Lara
Email Address	lara_j@auhsd.us
School Website	https://gilbert.auhsd.us
County-District-School (CDS) Code	30664313032786

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

Demographic Information:

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	4
Grade 10	3
Grade 11	207
Grade 12	428
Total Enrollment	642

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.7%
Male	58.1%
American Indian or Alaska Native	0.3%
Asian	0.6%
Black or African American	1.7%
Filipino	0.5%
Hispanic or Latino	89.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.4%
White	5.1%
English Learners	36.4%
Foster Youth	0.6%
Homeless	5.3%
Socioeconomically Disadvantaged	90%
Students with Disabilities	26.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.90	79.05	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	12.48	32.80	2.50	11953.10	4.28
Unknown	3.40	8.47	106.80	8.11	15831.90	5.67
Total Teaching Positions	40.30	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	10.00	5.00
Total Out-of-Field Teachers	10.00	5.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.4	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	1.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 13, 2022.

Year and month in which the data were collected

September 13, 2022

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 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
Science	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
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition	Yes	0

	11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.		
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 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
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	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 29, 2023.

Year and month of the most recent FIT report

September, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	16	12	43	42	47	46
Mathematics (grades 3-8 and 11)	2	1	23	24	33	34

2022-23 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
All Students	250	199	79.60	20.40	12.37
Female	114	84	73.68	26.32	9.88
Male	136	115	84.56	15.44	14.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	229	182	79.48	20.52	11.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	98	74	75.51	24.49	1.35

Foster Youth	0	0	0	0	0
Homeless	14	11	78.57	21.43	27.27
Military	14	12	85.71	14.29	16.67
Socioeconomically Disadvantaged	235	190	80.85	19.15	12.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	35	66.04	33.96	0.00

2022-23 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
All Students	249	193	77.51	22.49	1.04
Female	113	82	72.57	27.43	0.00
Male	136	111	81.62	18.38	1.80
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	228	178	78.07	21.93	1.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	6	54.55	45.45	--
English Learners	98	74	75.51	24.49	0.00
Foster Youth	0	0	0	0	0
Homeless	14	10	71.43	28.57	--
Military	14	12	85.71	14.29	0.00
Socioeconomically Disadvantaged	234	181	77.35	22.65	1.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	36	67.92	32.08	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.54	4.44	28.29	28.38	29.47	30.29

2022-23 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
All Students	626	499	79.71	20.29	4.44
Female	275	207	75.27	24.73	1.97
Male	350	291	83.14	16.86	6.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	563	449	79.75	20.25	3.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	20	71.43	28.57	20.00
English Learners	214	166	77.57	22.43	0.00
Foster Youth	--	--	--	--	--
Homeless	19	15	78.95	21.05	0.00
Military	14	11	78.57	21.43	0.00
Socioeconomically Disadvantaged	498	391	78.51	21.49	4.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	88	69.84	30.16	5.75

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	543
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	81.83
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	4.71

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.2	15	18.7	2.9	3.6	4.1	9.4	7.8	8.2
Graduation Rate	60.6	69	62.6	90.9	92.4	91	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	417	261	62.6
Female	180	107	59.4
Male	236	153	64.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	362	226	62.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	31	18	58.1
English Learners	133	80	60.2
Foster Youth	13	6	46.2
Homeless	85	48	56.5
Socioeconomically Disadvantaged	406	255	62.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	93	60	64.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	884	850	794	93.4
Female	367	352	336	95.5
Male	514	496	457	92.1
Non-Binary	3	2	1	50.0
American Indian or Alaska Native	2	2	2	100.0
Asian	8	8	8	100.0
Black or African American	14	12	12	100.0
Filipino	4	4	4	100.0
Hispanic or Latino	782	756	708	93.7
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	10	10	7	70.0
White	57	52	47	90.4
English Learners	320	312	290	92.9
Foster Youth	11	9	9	100.0
Homeless	54	50	49	98.0
Socioeconomically Disadvantaged	813	785	734	93.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	249	236	201	85.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.30	3.62	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.62	0
Female	0.82	0
Male	5.64	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.29	0
Filipino	0	0
Hispanic or Latino	3.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.75	0
English Learners	3.75	0
Foster Youth	18.18	0
Homeless	3.7	0
Socioeconomically Disadvantaged	3.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.82	0

2023-24 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].

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		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	69	3	0
Mathematics	9	43	3	0
Science	5	40	1	0
Social Science	7	79	1	0

2022-23 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	321

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$102,980
Percent Difference - School Site and District	N/A	N/A	34.9	-5.2
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	77.8	8.5

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$57,124	\$57,234
Mid-Range Teacher Salary	\$97,960	\$95,467
Highest Teacher Salary	\$125,357	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$153,476
Average Principal Salary (High)	\$161,969	\$173,198
Superintendent Salary	\$284,644	\$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
Total AP Courses Offered 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	