

Gilbert Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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 |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 30664313032786 |

2025-26 District Contact Information

| | |
|------------------|---|
| District Name | Anaheim Union High School District (AUHSD) |
| Phone Number | (714) 999-3511 |
| Superintendent | Jaron Fried, Ed.D. |
| Email Address | fried_ja@auhsd.us |
| District Website | https://www.auhsd.us |

2025-26 School Description and Mission Statement

School Mission Statement:

Gilbert High School's mission is to provide a safe, caring, learning environment. Through literacy and standards-based instructional support and career technical training, students improve their academic, personal and social skills so they may assume a productive and positive role in their community. Our Vision Statement, To Create a Better World Through Unlimited You, reflects the District's motto of unbridled potential, as well as our focus on civic engagement and the belief that all students have the power to succeed.

General Information:

2025-26 School Description and Mission Statement

Gilbert is a designated Community School that serves students in grades 9 through 12. The school's full-day program (8:30 am to 2:22 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:
Since 2016, Gilbert has been continuously designated a Model Continuation High School by the California Department of Education. Gilbert students have access to varied learning environments, including direct instruction and APEX online courses. We also have Paxton Patterson College and Career Ready Labs, CTE courses, our Gilbert Lab 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 three academic counselors, a social worker, a school psychologist, a health services technician, restorative justice facilitators, 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 Mercadito and essential needs pantry, and community resources. Gilbert students are required to earn a minimum 175 credits to graduate; however, as per AB 216 and 1806, foster, homeless, and probation youth are eligible to graduate with 130 credits.

Demographic Information:
Annual enrollment at Gilbert fluctuates throughout the year but ranges between 200 and 500 students. District demographics for 2024-25 showed enrollment at 478, which included 38% English Learners, 37% Long Term English Learners, 33.4% SWD, 10.9% Homeless, 2% Foster, and 88.6% Socio-Economically Disadvantaged. The majority of students were Hispanic (89.3%) and male (54.8%). Site demographics of Oct. 23, 2025 showed an enrollment of 253 with 92.09% Hispanic, 4.74% White, 1.19% Black/African American, 0.79% Asian, and 0.79% Hawaiian/Pacific Islander. We had 304 graduates in 2025 for a graduate rate of 83.4% (+3.3%); and of these, 30 received a scholarship.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 3 |
| Grade 11 | 131 |
| Grade 12 | 409 |
| Total Enrollment | 543 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 43.8 |
| Male | 55.8 |
| Non-Binary | 0.4 |
| American Indian or Alaska Native | 0.6 |
| Asian | 1.3 |
| Black or African American | 2.4 |
| Filipino | 0.2 |
| Hispanic or Latino | 90.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 0.7 |
| White | 3.9 |
| English Learners | 40 |
| Foster Youth | 1.5 |
| Homeless | 7.2 |
| Socioeconomically Disadvantaged | 88.6 |
| Students with Disabilities | 31.3 |

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.

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) | 31.9 | 79.05 | 1094.6 | 83.18 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 8.5 | 0.65 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 73.2 | 5.56 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5 | 12.48 | 32.8 | 2.5 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 3.4 | 8.47 | 106.8 | 8.11 | 15831.9 | 5.67 |
| Total Teaching Positions | 40.3 | 100 | 1316.1 | 100 | 279044.8 | 100 |

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.

2022-23 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) | 36.6 | 79.19 | 1131.1 | 84.42 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 12.1 | 0.9 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 2.16 | 55.4 | 4.14 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 6.3 | 13.6 | 41.3 | 3.09 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2.3 | 5.03 | 99.8 | 7.45 | 14303.8 | 5.15 |
| Total Teaching Positions | 46.3 | 100 | 1340 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 33.6 | 71.89 | 1010.1 | 82.4 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 6.6 | 0.54 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 4.27 | 66.4 | 5.42 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 9.1 | 19.46 | 31.5 | 2.57 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2 | 4.38 | 111 | 9.06 | 13705.8 | 4.91 |
| Total Teaching Positions | 46.8 | 100 | 1225.9 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 1 | 2 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1 | 2 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 5.00 | 6.3 | 9.1 |
| Total Out-of-Field Teachers | 5.00 | 6.3 | 9.1 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.3 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.5 | 0 | 0 |

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

2025-26 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 11, 2025.

Year and month in which the data were collected

September 11, 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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. | 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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III | 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. | 0 |

| | | |
|-------------------------------|--|---|
| | <p>The following books were adopted for the 24-25 school year: Living Earth: "Experience Biology: The Living Earth" Publisher Miller & Levine, Savvas Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas Physics of the Universe uses OpenSciEd.org online resource There is one textbook available per student.Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.The following instructional materials were adopted in 2024 for the high school level:Living Earth- Savvas- Miller & Levine- Experience Biology: The Living Earth. All students have access to the e-text and a physical textbook within the classroom. Chemistry in Earth Systems- Savvas- Experience Chemistry in the Earth System All students have access to the e-text and a physical textbook within the classroom. Physics of the Universe- OpenSciEd HS Science Physics is an open educational resource.Textbooks that support Advanced Placement science courses are adopted as needed, the most recent adoption occurring in 2024, Cengage, Chemistry AP Edition 11th Edition.</p> | |
| History-Social Science | <p>History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks. 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 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.</p> | 0 |
| Foreign Language | <p>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.</p> <p>Below is the list of districtwide World Language adopted instructional materials: American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018 American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018 American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018 Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020 Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020 Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020 French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024 French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> | 0 |

French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024

French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024

AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016

Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016

Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016

Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004

Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004

Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023

Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023

Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024

Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023

Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016

Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016

Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024

Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024

Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024

Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024

Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017

Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017

Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214 (Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017

AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023

AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013

IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020

Vietnamese 1 and Vietnamese 2: Tiếng Việt Mến Yêu A, ISBN: 9780997751208, Adopted 2018/2019

| | | |
|---|--|---|
| | Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020 Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020 Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020 | |
| 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. | 0 |
| Visual and Performing Arts | Visual and performing arts students have access to course appropriate textbooks and instructional materials. | 0 |
| Science Laboratory Equipment (grades 9-12) | Gilbert HS has a limited offering of lab sciences including Biology and Earth Science. | 0 |

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

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 October 1 - October 3, 2025.

Year and month of the most recent FIT report

October, 2025

| 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: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|--|---|--|--|--|
| 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 7 | 8 | 42 | 43 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 0 | 2 | 24 | 25 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 156 | 112 | 71.79 | 28.21 | 8.04 |
| Female | 71 | 51 | 71.83 | 28.17 | 5.88 |
| Male | 84 | 60 | 71.43 | 28.57 | 8.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 145 | 106 | 73.10 | 26.90 | 8.49 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|-------|-------|------|
| White | -- | -- | -- | -- | -- |
| English Learners | 76 | 56 | 73.68 | 26.32 | 7.14 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 142 | 102 | 71.83 | 28.17 | 7.84 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 42 | 25 | 59.52 | 40.48 | 4.00 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 158 | 107 | 67.72 | 32.28 | 1.87 |
| Female | 72 | 50 | 69.44 | 30.56 | 0.00 |
| Male | 85 | 56 | 65.88 | 34.12 | 3.57 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 147 | 102 | 69.39 | 30.61 | 1.96 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 77 | 51 | 66.23 | 33.77 | 3.92 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|----|-------|-------|------|
| Socioeconomically Disadvantaged | 144 | 97 | 67.36 | 32.64 | 2.06 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 42 | 24 | 57.14 | 42.86 | 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 3.35 | 3.79 | 28.3 | 26.77 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 352 | 257 | 73.01 | 26.99 | 2.77 |
| Female | 166 | 120 | 72.29 | 27.71 | 0.84 |
| Male | 185 | 136 | 73.51 | 26.49 | 3.76 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 317 | 233 | 73.50 | 26.50 | 2.17 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 13 | 7 | 53.85 | 46.15 | -- |
| English Learners | 147 | 113 | 76.87 | 23.13 | 0.89 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 12 | 54.55 | 45.45 | 0.00 |
| Military | 12 | 10 | 83.33 | 16.67 | -- |
| Socioeconomically Disadvantaged | 284 | 207 | 72.89 | 27.11 | 3.43 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 103 | 68 | 66.02 | 33.98 | 3.03 |

2024-25 Career Technical Education Programs

The CTE Pathways at Gilbert include Entrepreneurship and Innovation (Spyder Lab and Business Academy), Design Visual and Media Arts, and Food Service and Hospitality.

Our pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students develop the key skills needed to succeed in both school and the workplace. All teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on the Universal Design for Learning. 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 industry needs. In addition, CTE teachers attend regional advisory boards to stay up to date on the area's latest trends, desired skills, employment outlook, and post-secondary programs related to each industry sector. The advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 399 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 10.8 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 82.12 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0.99 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

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.

2025-26 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. Parent involvement has been increasing on our campus due to the efforts of our Family and Community Engagement Specialist (FACES) and Community School leaders. Parents and family members are invited to join the English Learner Advisory Committee (ELAC), the Community School Site Council (CSSC), and our PTSA to provide input on school policies and procedures. Our on-campus events include Back to School Night, Open

2025-26 Opportunities for Parental Involvement

House, Parent Learning Walks, Coffee with the Principal and Counselors events, student awards night, family dinners, and student capstone presentations.

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 18.7 | 22.8 | 18.6 | 4.1 | 4.1 | 3.4 | 8.2 | 8.9 | 8 |
| Graduation Rate | 62.6 | 77.2 | 81.1 | 91 | 93.2 | 94.3 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 312 | 253 | 81.1 |
| Female | 132 | 112 | 84.8 |
| Male | 178 | 139 | 78.1 |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 271 | 220 | 81.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 19 | 14 | 73.7 |
| English Learners | 127 | 103 | 81.1 |
| Foster Youth | -- | -- | -- |
| Homeless | 81 | 61 | 75.3 |
| Socioeconomically Disadvantaged | 307 | 249 | 81.1 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 91 | 71 | 78.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 702 | 664 | 570 | 85.8 |
| Female | 307 | 295 | 263 | 89.2 |
| Male | 392 | 366 | 304 | 83.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 14 | 12 | 11 | 91.7 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 630 | 595 | 513 | 86.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 30 | 30 | 24 | 80.0 |
| English Learners | 262 | 249 | 214 | 85.9 |
| Foster Youth | 12 | -- | -- | -- |
| Homeless | 45 | 44 | 39 | 88.6 |
| Socioeconomically Disadvantaged | 623 | 595 | 507 | 85.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 219 | 208 | 144 | 69.2 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 3.62 | 1.01 | 0.28 | 3.78 | 4.06 | 3.03 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.28 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.51 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 7.14 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.16 | 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 | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 2.22 | 0.00 |
| Socioeconomically Disadvantaged | 0.32 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.46 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our Safe School Action Plan is reviewed, discussed, and updated on an annual basis. Spearheaded by our assistant principal, it includes input from our School Safety Committee, local law enforcement officials, and our Community Schools Site Team. The Plan is reviewed and voted on by our Community School Site Council (CSSC), which consists of administrators, staff, parents, students, and community members, before being sent to the District for Board approval.

The Safety Plan is revised at the start of the school year to reflect updates that impact response procedures as well as new resources that impact our ability to respond to emergency situations. It 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 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 the installation of new entrance gates, the continued use of 5 Star to monitor student whereabouts, and the use of PBIS/SEL strategies such as positive phone calls home and restorative justice circles. The 2025-26 Gilbert Polaris Safe School Action Plan will be reviewed at the January CSSC meeting.

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 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 6 | 84 | 1 | |
| Mathematics | 6 | 47 | | |
| Science | 4 | 48 | | |
| Social Science | 5 | 97 | | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 5 | 89 | 2 | |
| Mathematics | 7 | 39 | | |
| Science | 5 | 44 | | |
| Social Science | 6 | 87 | | |

2024-25 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 | 273.5 |

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$23,928 | \$9,223 | \$14,705 | \$109,184 |
| District | N/A | N/A | \$10,142 | \$118,909 |
| Percent Difference - School Site and District | N/A | N/A | 36.7 | -1.5 |
| State | N/A | N/A | \$11,146 | \$113,595 |
| Percent Difference - School Site and State | N/A | N/A | 30.9 | 3.7 |

Fiscal Year 2024-25 Types of Services Funded

Gilbert High School uses its funding to offer programs and supplemental services in the following areas: Title I: FACES salary, 5Cs coach salary (50%), staff professional development, instructional technology; LCFF: Child Welfare and Attendance Liaison salary (50%), supplemental instructional materials and supplies; LCFF Multiplier Funds: Restorative justice specialists, Spyder Lab equipment, fitness room equipment; Title IV: PBIS/SEL professional development and supplemental materials; CSI: Additional counselor; Prop 28: Arts projects, music studio equipment.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$63,781 | \$67,238 |
| Mid-Range Teacher Salary | \$109,375 | \$106,841 |
| Highest Teacher Salary | \$139,964 | \$136,881 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$149,574 | \$167,233 |
| Average Principal Salary (High) | \$163,653 | \$193,950 |
| Superintendent Salary | \$328,935 | \$314,304 |
| Percent of Budget for Teacher Salaries | 26.83% | 29.51% |
| Percent of Budget for Administrative Salaries | 3.71% | 4.87% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 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 |
| Total AP Courses Offered | 0 |

Where there are student course enrollments of at least one student.

Professional Development

Teachers participate in a variety of District in-services, workshops, and conferences to enhance their content knowledge and instructional effectiveness. In addition, four staff development days are scheduled each year. Our current focus is incorporating community schools strategies to help all students succeed. As a staff, we review assessment results to ensure we are meeting the needs of all students, and we review/revise our curricula and performance task assessments to ensure we are incorporating the community schools/whole child approach to learning. We implement research-based instructional strategies and we align our curricula to state performance and content standards. We meet weekly as a whole staff or in departments to focus on District and site initiatives, including the 5Cs, SEL, civic engagement, and student voice. New teachers are required to participate in a teacher induction program, and classified staff members participate in training designed to bolster their effectiveness with students.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |