



# Carl E. Gilbert Elementary School

7255 W. 8th Street • Buena Park, CA 90621 • (714) 522-7281 • Grades K-6

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Buena Park Elementary School District

6885 Orangethorpe Ave.  
Buena Park, CA 90620  
(714) 522-8412  
<http://www.bpsd.k12.ca.us/>

#### District Governing Board

Irene Castaneda, President  
Barbara Michel, Clerk  
Jerry Frutos, Member  
Jason Chong, Member  
Rhodia Shead, Member

#### District Administration

Dr. Ramon Miramontes  
Superintendent  
Mr. Richard Holash  
Assistant Superintendent,  
Administrative Services

### Principal's Message

I'd like to welcome you to Carl E. Gilbert Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Carl E. Gilbert Elementary School provides a warm, stimulating environment where students are actively involved in learning academics, as well as positive values. Students receive a standards-based, challenging curriculum from dedicated professional staff based on the individual needs of the students that reflect the Common Core State Standards that prepare students for a college and career ready professional environment. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Carl E. Gilbert Elementary School's students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

### Mission Statement

The mission of Gilbert Elementary School is to provide all students with opportunities to grow academically, socially, and emotionally in order to be positive and productive citizens. The staff is here to provide a learning environment that is Common Core Standards-based and gives all students access to the core curriculum using high quality materials and resources and up-to-date technology. It is our mission to prepare students with a strong knowledge base that will allow them to communicate effectively, think critically, act responsibly, and continue to grow as learners.

### School Profile

Carl E. Gilbert Elementary School is located in the central region of Buena Park and serves students in transitional kindergarten through grade six following a traditional calendar. At the beginning of the 2017-18 school year, 625 students were enrolled, including 8% in special education, 56% qualifying for English Language Learner support, and 96% qualifying for free or reduced price lunch.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 101                |
| Grade 1                                   | 97                 |
| Grade 2                                   | 91                 |
| Grade 3                                   | 87                 |
| Grade 4                                   | 78                 |
| Grade 5                                   | 89                 |
| Grade 6                                   | 92                 |
| <b>Total Enrollment</b>                   | <b>635</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 4.1                         |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 6.5                         |
| Filipino                            | 1.4                         |
| Hispanic or Latino                  | 81.7                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 3.1                         |
| Socioeconomically Disadvantaged     | 96.4                        |
| English Learners                    | 56.4                        |
| Students with Disabilities          | 7.4                         |
| Foster Youth                        | 0.9                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Carl E. Gilbert Elementary School           | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 30    | 27    | 28    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Buena Park Elementary School District       | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 225   |
| Without Full Credential                     | ♦     | ♦     | 1     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 3     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Carl E. Gilbert Elementary   | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | .5    | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

On Monday, September 24, 2018, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #18-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2018.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: 9/24/2018 |  |
|---|--|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts   | <p>Houghton Mifflin, English Language Development Program<br/>Adopted 2012</p> <p>Houghton Mifflin, Houghton Mifflin English<br/>Adopted 2006</p> <p>Houghton Mifflin, California Reading<br/>Adopted 2003</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0%</p>                |
| Mathematics   | <p>Glencoe/McGraw-Hill, Glencoe California Mathematics &amp; Algebra 1: Concepts, Skills &amp; Problem Solving<br/>Adopted 2009</p> <p>Harcourt School Publishers, Harcourt Math © 2002<br/>Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0%</p>                  |
| Science   | <p>Harcourt School Publishers, California Science<br/>Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0%</p>  |
| History-Social Science  | <p>Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations<br/>Adopted 2006</p> <p>Pearson Scott Foresman, Scott Foresman History-Social Science for California<br/>Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0%</p> |
| Science Laboratory Equipment  | <p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A</p>   |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Carl E. Gilbert Elementary School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Remodeled Room 6A

\*Alarm on parent room door installed

- \*Re-keyed kitchen doors
- \*Added concrete slab for tuff-shed
- \*Painted kitchen hall
- \*Repaired kitchen sewer line
- \*Replaced ceiling in principal's office
- \*Added kitchen circuits
- \*Re-secured kitchen gas line
- \*Removed damaged overhead walkway
- \*Did concrete/grinding repairs
- \*Made staff ID badges
- \*Serviced all HVAC equipment
- \*Performed a fire alarm check
- \*Performed fire extinguisher service
- \*Performed back flow service
- \*Trimmed trees
- \*Repaired windows
- \*Deep cleaned the site
- \*Painted all curbs
- \*Replaced all basketball nets
- \*Installed the Raptor system

Every morning before school begins, the custodian and principal monitors facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Carl E. Gilbert Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria/kitchen set up and cleaning
- Main office cleaning
- General campus cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

#### Deferred Maintenance

Carl E. Gilbert School participates in the State School Deferred Maintenance program, which provides matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating and air, electrical, painting, flooring, asphalt, wall systems, and underground tanks.

#### Facilities Inspection

The district's maintenance department inspects Carl E. Gilbert Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Carl E. Gilbert Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place November 21, 2018. Deficiencies noted in the school inspection survey were corrected in a timely manner by the district's maintenance department. During fiscal year 2017-2018, restrooms were fully functional and available for student use.

| School Facility Good Repair Status (Most Recent Year)                      |                  |   |
|--|------------------|---|
| Year and month in which data were collected: 11/21/2018                    |                  |   |
| System Inspected   | Repair Status    | Repair Needed and Action Taken or Planned       |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good             |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good             | replace ceiling tiles                           |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good             |   |
| <b>Electrical:</b><br>Electrical   | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             | refresh of some rubber playground-surface tiles |
| <b>Overall Rating</b>  | <b>Exemplary</b> |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 26.0   | 32.0  | 41.0     | 44.0  | 48.0  | 50.0  |
| Math                                    | 30.0   | 33.0  | 37.0     | 37.0  | 37.0  | 38.0  |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 343              | 341           | 99.42          | 32.26                   |
| Male  | 181              | 181           | 100.00         | 28.73                   |
| Female  | 162              | 160           | 98.77          | 36.25                   |
| Black or African American   | 14               | 14            | 100.00         | 21.43                   |
| Asian   | 17               | 17            | 100.00         | 64.71                   |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 285              | 283           | 99.30          | 30.39                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 333              | 331           | 99.40          | 31.72                   |
| English Learners  | 245              | 243           | 99.18          | 30.45                   |
| Students with Disabilities  | 26               | 26            | 100.00         | 7.69                    |
| Foster Youth  | --               | --            | --             | --                      |

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

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

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

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 343              | 340           | 99.13          | 32.94                   |
| Male  | 181              | 180           | 99.45          | 37.78                   |
| Female  | 162              | 160           | 98.77          | 27.5                    |
| Black or African American   | 14               | 14            | 100            | 28.57                   |
| Asian   | 17               | 17            | 100            | 47.06                   |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 285              | 283           | 99.3           | 32.16                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 333              | 330           | 99.1           | 32.42                   |
| English Learners  | 245              | 243           | 99.18          | 32.51                   |
| Students with Disabilities  | 26               | 26            | 100            | 3.85                    |
| Foster Youth  | --               | --            | --             | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed of upcoming events and school activities through parent conferences, the school marquee, school newsletters, school website, InTouch (automated telephone message delivery system), and parent meetings. Please contact the school office at (714) 522-7281 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer and Parent Classes/Workshops:

- Chaperone Field Trips
- Classroom Helper
- Grizzly Den Parent room; School Project Support
- Fundraising Activities
- Monthly Parent Meetings
- Parenting Classes
- GRIP Greeters
- ESL Class

Committees:

English Learner Advisory Council  
 District English Learner Advisory Council  
 Parent Teacher Organization  
 School Site Council  
 District Advisory Committee  
 Citizens Oversight Committee

**School Activities:**

Back to School Night  
 Family Movie Night  
 Open House  
 Student Performances  
 Walk Through California History/American Revolution  
 Operation Good Start & Kindergarten Round Up  
 Awards Assemblies  
 Read Across America  
 Read-A-Thon

**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.

**School Safety Plan**

The Comprehensive School Site Safety Plan was developed for Carl E. Gilbert Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.6     | 2.4     | 1.3     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.0     | 3.7     | 2.5     |
| Expulsions Rate            | 0.0     | 0.1     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 0   |
| Counselor (Social/Behavioral or Career Development)        | .6  |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | 1   |
| Psychologist   | .5  |
| Social Worker  | 0   |
| Nurse  | .14 |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist (non-teaching)                         | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 0   |

\* 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.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 29                 | 25      | 25      |                       |         |         | 4       | 5       | 4       |         |         |         |
| 1   | 25                 | 24      | 24      |                       |         |         | 4       | 4       | 4       |         |         |         |
| 2   | 22                 | 23      | 23      | 1                     |         |         | 3       | 4       | 4       |         |         |         |
| 3   | 18                 | 26      | 22      | 1                     |         | 1       | 4       | 3       | 3       |         |         |         |
| 4   | 28                 | 30      | 26      |                       |         |         | 4       | 3       | 3       |         |         |         |
| 5   | 24                 | 22      | 30      | 1                     | 1       |         | 4       | 4       | 3       |         |         |         |
| 6   | 31                 | 23      | 31      |                       | 1       |         | 3       | 4       | 3       |         |         |         |
| Other   | 7                  |         |         | 1                     |         |         |         |         |         |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

All training and curriculum development activities at Carl E. Gilbert Elementary School revolve around the Common Core State Standards and Frameworks. During the 2016-2017, 2017-18, and 2018-19 school years, Carl E. Gilbert Elementary School held staff development devoted to:

- Data Analysis and Planning for Future Instruction
- Modification of Instructional Strategies Based on Data Findings
- Common Core State Standards & ELA Framework
- Using MacBooks for Instruction
- Writing in the Common Core
- Reading Workshop
- Using iPads in the Classroom
- Next Generation Science Standards
- Writing and Reading Workshop Models
- Integrated and Designated English Language Development
- Footsteps2Brilliance

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Carl E. Gilbert Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions such as 1) a supplement to site-based staff development, 2) reinforcement of or follow-up to previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 school year, Carl E. Gilbert Elementary School's teachers attended the following events hosted by the Buena Park School District:

- English Learners Strategies
- Balanced Literacy
- Implementation of the Common Core State Standards in Math
- Next Generation Science Standards
- Using iPads in the Classroom (including Pages, Keynote, iMovie, and iBook)
- Positive Behavior Intervention Systems (PBIS)
- Classroom Management
- MathSpace Training
- Discovery Science Training
- TechBook Training
- STEM Training
- GATE Training
- Project Based Learning
- Assessment and Data Analysis

Carl E. Gilbert Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives and during monthly classified professional development meetings.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$48,183        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$84,647        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,576       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$127,559       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$136,015       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$238,213       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 38.0            | 36.0   |
| Administrative Salaries                        | 7.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$7,497                | \$1,154    | \$6,343      | \$88,025               |
| District   | ◆                      | ◆          | \$8,319      | \$88,907               |
| State  | ◆                      | ◆          | \$11,548     | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -27.0        | -1.0                   |
| Percent Difference: School Site/ State                             |                        |            | -58.2        | 14.6                   |

\* Cells with ◆ do not require data.

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

### Types of Services Funded

For the 2017-18 school year, Buena Park School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Buena Park School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety Program
- Class Size Reduction, Grades K-3 (optional)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.