

Gilroy High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gilroy High School
Street	750 West Tenth Street
City, State, Zip	Gilroy, CA 95020
Phone Number	(669) 205-5400
Principal	Martin Enriquez
Email Address	martin.enriquez@gilroyunified.org
Website	https://gilroyhs.gilroyunified.org/
County-District-School (CDS) Code	43-69484-4332839

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	https://www.gilroyunified.org/

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

Principal's Message:

Welcome, Mustang parents and students! Gilroy High School is a 2015 Golden Bell Award recipient that offers more than 30 honors and Advanced Placement courses, a Biomedical Science Academy, Spanish-English Dual Immersion Program, and several unique Career Technical Education programs. There is something at Gilroy High School for every student! I look forward to working with you to provide the best educational environment and opportunities for our students. Thank you for your support, and please check the school website for updates, or call us if you need assistance. I'm looking forward to meeting parents and community members, so stop by!

Mission:

The mission of Gilroy High School is to provide an excellent education that prepares students for success in higher educational opportunities, the military, or the dynamic workforce by fostering a safe and inclusive environment.

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

Grade Level	Number of Students
Grade 9	434
Grade 10	464
Grade 11	402
Grade 12	374
Total Enrollment	1,674

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	1.8
Hispanic or Latino	79.2
Native Hawaiian or Pacific Islander	0.1
White	11.5
Two or More Races	2
Socioeconomically Disadvantaged	65
English Learners	11.7
Students with Disabilities	12.8
Foster Youth	0.5
Homeless	1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	75	74	76	467
Without Full Credential	5	6	5	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/4/2018

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state’s standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education’s list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. We are currently piloting Math textbooks and are scheduled to pilot Social Science next year. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature, McDougal Littell 2004 Read 180, Scholastic 2009	Yes	0%
Mathematics	Pearson, 2012	Yes	0%
Science	Chemistry, California; Holt 2010 Environmental Science, Holt 2006 Modern Biology, Holt 2001	Yes	0%
History-Social Science	Economics, Prentice Hall 2009 American Government, Pearson 2009 World Cultures, Prentice Hall (9) 2008 American Anthem, McDougal Littell 2007 Modern World History, McDougal Littell 1999	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Gilroy High School (GHS) grounds are in great shape. There is a new back parking lot with covered solar panel covers. A two-story 20-classroom building was completed for the 2018-19 school year. The school facilities are used extensively for both school and community functions. Our school has 78 classrooms, portables, a gymnasium, athletic fields, a library, computer lab, theater, student activities center, college and career center, woodshop, and auto shop. The general condition of the school is fair, and our custodians clean the school on a regular basis. Two custodians work the morning shift, and four custodians work the night shift. Gilroy High School's facilities are in constant use during the school day, evenings and on weekends, and thus are rundown. Volunteers from the community have expressed an interest in helping improve Gilroy High School's aging infrastructure. Cleanup and painting efforts have taken place, but significant and extensive work is needed. New pavement, fresh paint throughout the campus, landscaping and a new gymnasium floor are needed. There are some Measure P funds left to help fund improvements. The HVAC system was repaired three summers ago. There are plans for renovation and modernization of facilities. Many improvements have been made to the original facility since 1977. The school has a new student center, updated library and other facilities. Under a new Capital Improvement Plan, which is being developed, GHS will receive additional monies to improve facilities across the curriculum. There are possible school-specific improvements found in the GUSD Master Plan located on the district's homepage. The old math portables have been removed. Construction is underway for a new school swimming pool complex. It includes a 25 meter by 35 meter pool, a new tiled pool deck with underground utilities and drainage, upgraded filtration and mechanical room, timing system, ADA gate upgrades, restrooms and showers. It will be used by our school and the community and should be ready in the summer of 2020.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/26/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Coaches shower need replacement - plan being developed for district 8-20
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofing- several roofs are aging - roofs are being repaired as needed - replacement will be needed soon 2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	50	49	50	50	50
Mathematics (grades 3-8 and 11)	24	25	42	43	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	363	355	97.80	2.20	50.14
Male	193	187	96.89	3.11	39.57
Female	170	168	98.82	1.18	61.90
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	283	277	97.88	2.12	46.21
Native Hawaiian or Pacific Islander					
White	34	34	100.00	0.00	70.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	246	238	96.75	3.25	42.02
English Learners	59	52	88.14	11.86	13.46
Students with Disabilities	47	45	95.74	4.26	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	364	358	98.35	1.65	24.58
Male	194	189	97.42	2.58	19.05
Female	170	169	99.41	0.59	30.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	279	98.24	1.76	19.71
Native Hawaiian or Pacific Islander					
White	34	34	100.00	0.00	47.06
Two or More Races	14	14	100.00	0.00	42.86
Socioeconomically Disadvantaged	247	241	97.57	2.43	20.33
English Learners	60	56	93.33	6.67	3.57
Students with Disabilities	48	45	93.75	6.25	4.44
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

Career Technical Education Programs (School Year 2018-19)

The Career Technical Education (CTE) program at Gilroy High School supports stronger academic and integration of technical skills-based knowledge for students while strengthening and improving connections between secondary education, postsecondary institutions, and the local business community. Goals of the program include the following:

- Building stronger partnerships with the local business community with a focus on local labor force needs.
- Building partnerships and articulated courses with community colleges, state universities and universities that provide alternative pathways for students.

The challenge for CTE at GHS over the next few years will be to continue to offer quality programs with reduced numbers of students, reduced average daily attendance, and reduced budget due to the split of funds between two comprehensive high schools. The CTE program at GHS will be closely monitored and modified as needed through the CTE five-year plan. Web Design, Advanced Photography, Digital Design and Animation, Sport Medicine, and Veterinary Science. CTE programs offered at the school include: Woodworking, Floral Design, Auto Shop, Agricultural Science, Culinary Arts and the Biomedical Science Academy. The industries represented at GHS are: Health and Science, Agriculture and Arts. The classes offered are A-G certified, giving a broad range of students access to these classes while keeping them on course to fulfill four-year university requirements. Vocational education credit is also part of the district’s graduation requirement, so all students are required to take at least one class during their Gilroy High School experience. Classes attend vocational field trips and competitions.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	888

Measure	CTE Program Participation
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.08
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	20.2	29.6	25.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Aeries continues to be our primary source of daily communication with parents. All teachers received advanced training at the beginning of the year in how to use the system as a technology support for students. Teachers, staff and the administration continue to use it as a tool to disseminate information to parents. English Learner Advisory Committee (ELAC) and Parent Club meetings are held on a monthly basis. Back-to-School Night was well attended last year compared to previous years, with hundreds of parents and students in attendance. College Night and College Fairs are scheduled. Open house is scheduled in the spring semester. Gilroy High School now has a single-school website to minimize confusion. The school website and marquee are updated daily. The Parent Club and ELAC meets regularly to identify ways to support the school. In addition, volunteers from the community have expressed an interest in helping make improvements on Gilroy High School's aging infrastructure. Please contact Gilroy High School for more ways to get involved.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.3	3.4	5.5	4.4	4.5	4.5	9.7	9.1	9.6
Graduation Rate	93.4	91.7	89.4	92.5	90.1	89.5	83.8	82.7	83

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.3	14.1	7.2	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We are a closed campus. Visitors are directed at the gate to check in at the main office. We have four campus supervisors who monitor our campus 30 minutes before school starts until one hour after school ends. A Gilroy police officer is on campus four days a week and works with us during evening activities. We are equipped with security cameras to monitor our campus at all times. Our school safety plan is updated annually. Parts of the plan are sent home annually with the registration packet, and parts are also in the student planner. The teacher handbook also contains appropriate parts of this plan. Our administrative team is supported by the district in planning and practicing for emergencies each semester. The comprehensive school safety plan includes procedures for safety drills, emergencies, exit routes and inventories of emergency supplies. The school safety plan was last reviewed, updated and adopted by the School Site Council in November, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	28	11	24	23	29	9	25	24	32	6	10	37
Mathematics	26	8	19	9	28	6	31	18	32	8	13	30
Science	26	9	35	3	28	6	42	1	29	7	26	16
Social Science	30	6	18	16	31	3	20	18	32	5	12	24

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	465.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,904	\$1,296	\$6,608	\$84,425
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665
Percent Difference - School Site and State	N/A	N/A		

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

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

Types of Services Funded (Fiscal Year 2018-19)

Most of the state and federal monies are used to help our at-risk students and students that need extra help in math and English-language arts. These monies pay for resource specialists, teaching-aide support, program materials, teacher training and tutoring. This includes after school tutoring and tutoring support during school day for ELD, Math and Envision Academy students. Skills Development classes are offered for students with IEPs. ELD classes support students' English language acquisition.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All courses	19	20.1

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Professional development continues to be supported by categorical funds for individual teacher and department needs. Instructional Specialists, department chairs and administrative team have supported our staff on a variety of needs. The school administration provides meaningful feedback to teachers through the evaluation process. The school administration is also committed to making all evaluation deadlines, holding pre-conferences and post-conferences, and developing protocols and norms that are consistent. Several GHS teachers went to intensive one-week training over the summer for professional development in their AP subject areas. The Activities Director and an administrator will be sent to CADA in March. All four early release Monday are dedicated to staff development focused on EL practices. Release time has been granted to departments that have requested it. GHS completed a successful Western Association of Schools and Colleges (WASC) accreditation during the 17-18 school year.