

Carl E. Gilbert Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Carl E. Gilbert Elementary School
Street	7255 W. 8th Street
City, State, Zip	Buena Park, CA 90621
Phone Number	(714) 522-7281
Principal	Leslie Ramirez
Email Address	lramirez@bpsd.us
School Website	https://gilbert.bpsd.us/
County-District-School (CDS) Code	30664566027494

2023-24 District Contact Information

District Name	Buena Park Elementary School District
Phone Number	(714) 522-8412
Superintendent	Dr. Julienne Lee
Email Address	juliennelee@bpsd.us
District Website	http://www.bpsd.us/

2023-24 School Description and Mission Statement

Principal's Message

I welcome you to Carl E. Gilbert Elementary School's Annual School Accountability Report Card. Per Proposition 98, every school in California must 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 supportive and rigorous learning environment where students are actively involved in learning academics and developing positive values. Students receive a standards-based, challenging curriculum from dedicated professional staff based on the student's individual needs that reflect the Common Core State Standards that prepare students for college in a career-ready professional environment. Our learning community celebrates each child's social-emotional and academic growth in a safe and nurturing atmosphere. The centerpiece of our curriculum is our Advancement Via Individual Determination (AVID) program, which cultivates college awareness and readiness by teaching organizational skills, self-advocacy development, and success skills. We offer a variety of enrichment programs, such as Gifted and Talented Education (GATE), Student Opportunities for Achievement and Reaching Success (SOARs), and science, technology, engineering, arts, and math (STEAM) education, to promote the development of the whole child.

Our teachers, staff, and administrators are passionate and dedicated to providing a supportive and rigorous academic environment that enables all students to unlock their potential. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have committed to providing the best educational program for Carl E. Gilbert Elementary School's students. We welcome any suggestions or questions about the information in this report or 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 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. Our mission is 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.

2023-24 School Description and Mission Statement

School Profile

Carl E. Gilbert Elementary School is located in the central Buena Park region and serves preschool through grade five students. The Gilbert teachers and support staff are committed to serving the individual needs of its diverse multilingual and multicultural student population and their families.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	80
Grade 2	75
Grade 3	82
Grade 4	92
Grade 5	84
Total Enrollment	508

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
Asian	3.7%
Black or African American	4.1%
Filipino	2.2%
Hispanic or Latino	86%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.4%
White	2%
English Learners	49.4%
Foster Youth	0.6%
Homeless	9.1%
Socioeconomically Disadvantaged	92.5%
Students with Disabilities	10.6%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	100.00	159.20	89.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	2.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	13.90	7.83	18854.30	6.86
Total Teaching Positions	26.00	100.00	178.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	98.01	163.50	87.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.20	1.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.99	4.30	2.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	16.90	9.04	15831.90	5.67
Total Teaching Positions	25.10	100.00	186.90	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0	0

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On Monday, September 11, 2023, 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 #22-11: Pupil Textbook and Instructional Material Compliance 2023-2024, 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 textbooks 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 following information shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2023.

Year and month in which the data were collected

9/12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, English Language Development Program Adopted 2012 Houghton Mifflin, Houghton Mifflin English Adopted 2006 Houghton Mifflin, California Reading Adopted 2003 Teacher Created Materials, Language Power Adopted 2021	Yes	0%
Mathematics	Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002	Yes	0%
Science	TWIG Science Adopted 2021	Yes	0%
History-Social Science	Studies Weekly (k-%) Adopted 2019	Yes	0%

School Facility Conditions and Planned Improvements

The custodian inspects facilities every morning before school begins for safety hazards or other conditions that need attention before students and staff enter the grounds. One full-time day custodian and one and one-half full-time evening custodian are assigned to Carl E. Gilbert Elementary School. The day custodian is responsible for the following:

- Classroom cleaning
- SOARS cleaning (after-school classrooms)
- Library cleaning
- Cafeteria/kitchen setup and cleanup
- Restroom cleaning
- Front of the school/curbside
- Hallways and grass area
- Drinking Fountains
- Event set up

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

Evening custodians are responsible for the following:

- Classroom cleaning
- Restroom cleaning
- Main office cleaning
- Main office restrooms

The principal communicates with custodial staff daily concerning maintenance and school safety issues. All classrooms, restrooms, and common areas are sanitized daily using peroxide-based cleaning agents and electrostatic sprayers as needed. Special custodial cleaning crews are also utilized to immediately sanitize any areas on campus that had students or staff test positive for COVID-19. Additionally, all staff receive (Healthy School Act Required Annual Training). This training then gives each person the legal ability to personally use the TRU-SHOT disinfectant handheld sprayers in their work areas for added protection.

Facilities Inspection

The district's maintenance department inspects Carl E. Gilbert Elementary School annually per Education Code §17592.72(c)(1). Carl E. Gilbert Elementary School uses a site inspection survey to identify unsafe conditions and facility improvement needs. The most recent school inspection took place on November 27 14, 2023. Deficiencies are noted in the school inspection survey and corrected promptly by the district's maintenance department. During the fiscal year 2023-2024, all restrooms will be fully functional and available for student use. The district makes great efforts to ensure that all schools are clean, safe, and functional through proper facility 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. School and district staff use a work order process to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

In the last 12 months, the following improvements are currently in progress or completed:

- Remodel portables # 30,31,32,34,36,37,38,39,40 and install new perimeter fencing along the east side of campus from Eight Street to the back parking lot.
- Air conditioning assessments through the Cal Shape program and funding, install two (2) new tuff sheds and remove old storage containers, interior paint of the front office, replace front office flooring & counters, modify existing interior front office

storefront, add interior storefront with electronic lock access. Installed turf under the secondary play structure, replaced primary play structure, replaced front parking lot gate and fencing, replaced kinder & north parking lot fencing to include covered no-climb chain link

Annual Preventive Maintenance includes staff ID badges, air conditioning repairs & filter replacements with Merv 13 rated filters, test fire alarm system, service fire extinguishers, service backflow devices, trim trees, deep clean campus, replace basketball nets, paint front parking lot curbs.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/27/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repair Completed: Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repair Completed: Missing light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair Completed: Replace damaged slide transition.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	24	40	40	47	46
Mathematics (grades 3-8 and 11)	25	26	30	33	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	257	97.72	2.28	24.12
Female	116	113	97.41	2.59	25.66
Male	147	144	97.96	2.04	22.92
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	58.33
Black or African American	13	11	84.62	15.38	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	225	221	98.22	1.78	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	132	131	99.24	0.76	19.08
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	244	98.39	1.61	24.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	12.12

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	258	98.10	1.90	25.97
Female	116	113	97.41	2.59	21.24
Male	147	145	98.64	1.36	29.66
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	41.67
Black or African American	13	11	84.62	15.38	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	225	222	98.67	1.33	25.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	132	131	99.24	0.76	22.14
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	22.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	245	98.79	1.21	26.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	12.12

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.64	15.66	22.89	28.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	83	98.81	1.19	15.66
Female	43	43	100.00	0.00	13.95
Male	41	40	97.56	2.44	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	75	98.68	1.32	14.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	37	37	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	16.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	96.5%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's learning environment by participating in a decision-making group or attending school events. School and district parent events have been available to parents in person in the past school year. Parent training has been offered both in-person and on Zoom. Parents stay informed of upcoming events and school activities through a weekly Friday Grizzly message via Parent Square, the school marquee, the school website, SeeSaw, parent conferences, and parent meetings. Please contact the school office at (714) 522-7281 for more information on becoming involved in your child's learning environment.

Opportunities to Volunteer and Parent Classes/Workshops:

- Classroom Helper
- Fundraising Activities
- GRIP Greeters
- Monthly & weekly volunteer opportunities

Committees:

- English Learner Advisory Council
- District English Learner Advisory Council
- School Site Council
- District Advisory Committee
- School Wellness Committee
- District Safety Committee

School Activities:

- Back to School Night
- Open House
- Student Performances
- Walk Through California History/American Revolution
- Operation Good Start & Kindergarten Round-Up

2023-24 Opportunities for Parental Involvement

Family Events - During the 23-24 school year, some events have included Bingo for Books, Math Night, Awards Assemblies
Read Across America

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	542	153	28.2
Female	255	250	74	29.6
Male	302	292	79	27.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	22	22	3	13.6
Black or African American	27	27	11	40.7
Filipino	11	11	1	9.1
Hispanic or Latino	476	461	130	28.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	4	57.1
White	10	10	3	30.0
English Learners	269	266	57	21.4
Foster Youth	4	4	1	25.0
Homeless	61	59	18	30.5
Socioeconomically Disadvantaged	522	510	146	28.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	78	17	21.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.17	0.00	0.00	2.57	2.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 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 school safety plan is reviewed, updated, and discussed with school staff annually. An updated version of the School Safety Plan will be completed and reviewed with staff and School Site Council, in fall of 2023. A new version of the School Safety Plan will be completed and reviewed in 2024.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	22		4	
2	22		4	
3	25		3	
4	29		4	
5	25		4	
Other	23		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22		4	
2	29		2	
3	29		3	
4	28		3	
5	28		4	
Other	16	2	2	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	20	2	2	0
2	19	4	0	0
3	27	0	3	0
4	31	0	3	0
5	28	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	508

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,886	1,855	13,031	103,546
District	N/A	N/A	12,986	\$98,186
Percent Difference - School Site and District	N/A	N/A	0.3	5.3
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	52.6	15.9

Fiscal Year 2022-23 Types of Services Funded

Gilbert School offers a wide variety of programs and services within the MTSS Framework, allowing for tiered support for students in academics and social-emotional development. Students are afforded quality services that span a continuum, starting with the best first instruction and interventions, moving to supplemental services, enriching activities, and specialized programs.

Universal Programs and Services:

- Daily English Language Development for all English Learners
- Wellness teacher to coordinate physical fitness and wellness activities
- Full-time PE teachers at all elementary sites and PE Instructional Aides to assist with daily fitness activities
- Universal access to digital devices and connectivity for all grade levels
- Grade-level intervention and enrichment sessions three days/week
- Full day Kindergarten program
- Full-day Transitional Kindergarten program 12:1 ratio
- PreK program AM and PM program
- Special Education Services - Speech and RSP on-site
- Site Intervention team - reviews the status of interventions and recommends revisions
- Instruction using social-emotional curriculum - Character Strong
- PBIS- Evidence-based tiered framework of behavior practices
- Tiered interventions for SEL and mental health
- Tiered interventions for academic instruction
- Counselor to provide group and individual social-emotional support and behavior interventions

Supplemental Supports and Services:

- Additional classified positions to support selected students with academic and behavioral needs
- CAST process for supporting students with academic, behavioral, and social-emotional needs
- Care Solace, which provides mental health referrals for families and staff
- Math & reading intervention using i-Ready online instruction
- Tutoring support for homework through Paper Tutoring
- Enrichment activities to enhance the curriculum and build student's experience base, including field trips, assemblies, and the arts
- GATE program that includes differentiated instruction and enrichment opportunities
- ESY and Summer Academy will provide ongoing instructional support for at-risk and Special Education students
- BPSD year-round Speech and Debate Program
- Site Passion Program activities
- Playbook activities to support Social-emotional development activities for students
- SOARS after-school program in collaboration with Boys and Girls Club (TK-2) and CSUF (3-5)
- Site/district-led parent education and family curriculum events
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,160	\$54,046
Mid-Range Teacher Salary	\$86,041	\$84,515
Highest Teacher Salary	\$114,290	\$110,867
Average Principal Salary (Elementary)	\$140,534	\$136,841
Average Principal Salary (Middle)	\$143,978	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$225,292	\$217,473
Percent of Budget for Teacher Salaries	34.95%	32.43%
Percent of Budget for Administrative Salaries	6.19%	5.62%

Professional Development

Over the past three years, professional learning for the Buena Park faculty has been aligned to the California State Content Standards and Frameworks, Multi-Tiered System of Support (MTSS), and Gilbert Elementary's School Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies teaching and learning strengths and specific areas of need. Using site surveys combined with data analysis from state assessments and District benchmark tests, a district-wide focus on increasing academic proficiency levels for all students is planned.

On-site Professional Development: Every week, teachers are provided professional development opportunities in instructional strategies, assessments, and curriculum planning. During the year, time is devoted to data analysis and planning for differentiated instruction and intervention. Site professional development is mirrored with the district plan for instruction and assessment and is designed to meet the specific needs of Gilbert Elementary students.

District Professional Development: The school district provides teachers with ongoing professional development to advance content knowledge, instructional expertise, and collaborative planning. Training to support teachers with implementing district-wide initiatives, including Common Core State Standards, new curriculum and units of study, assessment development, and establishing Professional Learning Communities. Teachers are given opportunities to develop both the art of teaching and instructional leadership skills by attending ongoing training and coaching led by OCDE (Orange County Department of Education) consultants in CGI (Cognitively Guided Instruction), literacy consultants, ELD (English Language Development) consultants, and the District TOSA.

Gilbert Elementary School staff participated in the following professional learning activities over the past three school years:

- Common Core State Standards
- Writing Workshop Strategies
- Balanced Literacy
- Assessment and data analysis
- Reading and Writing Workshop
- District Zearn Math and CGI training
- Academic discourse and student engagement
- Next Generation Science Standards (NGSS) instructional shifts, curriculum, and resources
- STEM practices and planning
- History-Social Science standards, resources, and instructional best practices
- Designated English Language Development (D-ELD) training in instructional practices and assessment
- Innovative integrated technology
- Positive Behavior Intervention Support (PBIS)
- Common Formative Assessments

Professional Development

- Professional Learning Community (PLC)
- MTSS academic behavior and social-emotional development training

The site supports new and veteran teachers through professional development, peer coaching, and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30	35	35