

Gabilan Elementary 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 | Gabilan Elementary School |
| Street | 330 North Walker Drive |
| City, State, Zip | Soledad, CA 93960 |
| Phone Number | 831.678.6440 |
| Principal | Abbie Madsen |
| Email Address | amadsen@soledad.k12.ca.us |
| Website | http://gab.soledadusd.org |
| County-District-School (CDS) Code | 2775440-6105472 |

| Entity | Contact Information |
|----------------|---------------------------------|
| District Name | Soledad Unified School District |
| Phone Number | 831.678.3987 |
| Superintendent | Timothy J. Vanoli |
| Email Address | tvanoli@soledad.k12.ca.us |
| Website | www.soledadusd.org |

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

Gabilan Elementary School motivates, inspires and teaches Junior Kindergarten through sixth grades. It also proudly contains on campus a state preschool facility and one K-2 Special Day class. The Gabilan Elementary School community has made a commitment to accept, teach, challenge and inspire all students. At Gabilan Elementary, we strive to nurture and develop students that can compete on a global level while providing a safe, inspirational, and positive learning environment.

At Gabilan Elementary, our mission is to create a learning environment that is optimal for both emotional and academic development. We are committed to continually improving our practices as professional educators and to support one another as we instill an environment of respect and responsibility at our school and in our community.

Our school fully implements curriculum that is built on the Common Core Standards. Our school also fully implements PBIS (Positive Behavior Intervention System), a research based behavior system that teaches students positive behavioral expectations. Gabilan is where we believe in students and press for them to "soar to success".

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 76 |
| Grade 2 | 78 |
| Grade 3 | 83 |
| Grade 4 | 57 |
| Grade 5 | 60 |
| Grade 6 | 60 |
| Total Enrollment | 465 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.2 |
| Filipino | 0.9 |
| Hispanic or Latino | 97 |
| White | 1.3 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 98.7 |
| English Learners | 55.1 |
| Students with Disabilities | 15.1 |
| Homeless | 1.7 |

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 | 21 | 22 | 21 | 206 |
| Without Full Credential | 0 | 1 | 2 | 18 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | 0 | 7 |

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 | 1 |

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: June 2019

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------|--|
| Reading/Language Arts | 2016 - Houghton Mifflin Harcourt California Journeys with ELD Edition for grades K-5 in English. 2016- 6th Grade uses Houghton Mifflin Harcourt California Collections with ELD and English 3D Course A from Houghton Mifflin Harcourt for Grades 2-6. Reading intervention program is 2017-Houghton Mifflin Harcourt READ 180 CA Universal ELA/ELD for Grades 4-6. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based. | Yes | 0% |
| Mathematics | 2015 - Houghton Mifflin California Go Math (grades K-5 in English). 6th Grade uses CA Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. | Yes | 0% |
| Science | 2008 - Scott Foresman California Science for grades K-5 in English and for 6th grade is Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based. | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| History-Social Science | 2019 California History-Social Science My World Interactive Grades K-5 in English and California American History-Growth & Conflict for Grade 6 is Pearson. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based. | Yes | 0% |
| Foreign Language | 2019 CA Go Math Spanish Grade K is CA Houghton Mifflin Harcourt Print and Digital, Language Arts Benchmark Advance / Adelante Grade K is Benchmark Education Co., CA NGSS 3D Spanish STEMscopes Grade K Accelerated Learning Inc. Designated Kinder classes are provided with a textbook or instructional material - All textbooks are state-adopted and standards-based. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

All buildings are in good repair; the campus is maintained to assure that it is clean, safe, and functional. The oldest school buildings are over 30 years old and the newest portables are over 20 years old. Our campus environment is clean and well maintained and thus fully supports teaching and learning. A work order process is in place to attend to maintenance issues in a timely manner with urgent and emergency repairs given priority. Every restroom is cleaned regularly and has 100% of the toilets working. The building is cleaned regularly by one full time day custodian as well as one full time and one part time night custodians. The district's policy to address any areas of concern within the facility is to submit a work order to the maintenance department and they address the issues in a timely fashion. Safety issues are addressed immediately. Site inspection date was done on 9/12/2019.

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: 9/12/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No deficiencies |
| Interior: Interior Surfaces | Good | Water stained ceiling tiles (rooms 12 & 27) |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | No deficiencies |
| Electrical: Electrical | Good | No deficiencies |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | No deficiencies |
| Safety: Fire Safety, Hazardous Materials | Good | Paint is chipping on door frame -Rm 6, 5/K, 19. No skid paint is peeling on ramp boys & girls RR's & ramp (work order in place for repair) |
| Structural: Structural Damage, Roofs | Good | Dry rot on sliding P student RR's |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Asphalt is raised at drinking fountain/trip hazard by Girls RR's, Door rusted at base of Boys and Girls RR's, Door stop broke Rooms 12 & 22 (work order in place for repair); no skid paint is peeling ramps of (P Student RRs, P Boys and Girls RR's, Room 28) |
| 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) | 33 | 28 | 30 | 32 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 23 | 25 | 19 | 21 | 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 | 255 | 249 | 97.65 | 2.35 | 28.11 |
| Male | 132 | 128 | 96.97 | 3.03 | 22.66 |
| Female | 123 | 121 | 98.37 | 1.63 | 33.88 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 246 | 240 | 97.56 | 2.44 | 27.50 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 252 | 246 | 97.62 | 2.38 | 28.46 |
| English Learners | 200 | 195 | 97.50 | 2.50 | 25.13 |
| Students with Disabilities | 48 | 46 | 95.83 | 4.17 | 0.00 |
| 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 | 255 | 248 | 97.25 | 2.75 | 24.70 |
| Male | 132 | 128 | 96.97 | 3.03 | 24.22 |
| Female | 123 | 120 | 97.56 | 2.44 | 25.21 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 246 | 239 | 97.15 | 2.85 | 23.95 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 252 | 245 | 97.22 | 2.78 | 24.59 |
| English Learners | 200 | 194 | 97.00 | 3.00 | 22.68 |
| Students with Disabilities | 48 | 46 | 95.83 | 4.17 | 2.17 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| 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.

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 |
|-------------|--|--|---|
| 5 | 18.3 | 16.7 | 13.3 |

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)

Parents of Gabilan Elementary are regularly encouraged to participate in school events. Parents can join the School Site Council and ELAC (English Learner Advisory Council). They are encouraged to participate in parenting classes throughout the year. Topics covered include: technology, math strategies, literacy and family activities. Parents are invited to student performances, assemblies, and special day activities like the First Day of School Celebration & Field Day, as well as the district wide parent trainings. Parents are encouraged to volunteer in the classroom as much as possible and to chaperone field trips. We have a volunteer recognition event that honors volunteers who continually serve in the classroom or on school campus. We send home a monthly newsletter highlighting all events so parents stay informed and can be involved.

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 | 1.8 | 2.1 | 1.8 | 4.3 | 4.7 | 4.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Gabilan Elementary School Safety Plan is closely coordinated with the District Safety Plan, with specific details included geared to the layout and geography of the school site. The plan is updated yearly by school site staff and School Site Council. This current version of the plan was reviewed on December 4, 2019. All SB187 Comprehensive School Safety Plan Matrix Requirements and Planning Responsibilities are reviewed to ensure compliance including assessment of current status of school crime, child abuse reporting procedures, disaster procedures, policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts which could lead to suspension or expulsion, notification to teachers, sexual harassment policy, school wide dress code, safe egress and ingress of pupils, parents and school employees to and from school, safe and orderly school environment, rules and procedures, and holding a public meeting. Fire, Earthquake, and Shelter in Place drills are held regularly.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 23 | | 3 | | 21 | 1 | 3 | | 24 | | 2 | |
| 1 | 18 | 1 | 3 | | 22 | 1 | 2 | | 25 | | 3 | |
| 2 | 22 | 1 | 2 | | 24 | | 3 | | 25 | | 3 | |
| 3 | 23 | | 3 | | 25 | | 2 | | 25 | | 3 | |
| 4 | 30 | | 2 | | 30 | | 2 | | 29 | | 2 | |
| 5 | 30 | | 2 | | 30 | | 2 | | 30 | | 2 | |
| 6 | 29 | | 2 | | 31 | | 2 | | 30 | | 2 | |
| Other** | | | | | | | | | 15 | 1 | | |

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

** "Other" category is for multi-grade level classes.

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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.2 |
| Other | 1.1 |

*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 | \$7,629.00 | \$1,275.00 | \$6,355.00 | \$76,563.00 |
| District | N/A | N/A | \$5,798.00 | |
| Percent Difference - School Site and District | N/A | N/A | 9.2 | 10.4 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -11.4 | 7.0 |

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)

Special Education

Our services include a Special Day Class for grades K-3, a resource specialist program and speech and language services.

Title I

Funds are used to purchase supplemental materials and to pay staff to work additional hours with students who are low performing in reading, language, or math as measured by district-selected assessments.

Title III

Funds are used to purchase supplemental materials and to pay staff to work additional hours with English Learner students who are low performing in reading, language, or math as measured by district-selected assessments.

Migrant Education

Our Migrant Program instructional assistant serves migrant students in need of additional services.

After School Program

An after-school program provides enrichment, extra academic support and homework help for grades 1-6.

School Library Materials

These funds are used to purchase library materials used by the entire school community.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,033 | \$46,208 |
| Mid-Range Teacher Salary | \$71,244 | \$72,218 |
| Highest Teacher Salary | \$103,460 | \$92,742 |
| Average Principal Salary (Elementary) | \$113,743 | \$134,864 |
| Average Principal Salary (Middle) | \$108,967 | \$118,220 |
| Average Principal Salary (High) | \$139,985 | \$127,356 |
| Superintendent Salary | \$220,000 | \$186,823 |
| Percent of Budget for Teacher Salaries | 31% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | 6 | 6 |

Gabilan staff members are given the opportunity to participate in a multitude of professional development opportunities. School and district needs are taken into account when determining professional development through input given by staff, School Site Council, needs assessments, and data. This year, staff development occurred on six full day training days and during weekly faculty meetings. Additionally, intensive PLC staff development has occurred. Further, teachers receive specialized coaching sessions in the areas of ELA & Math throughout the year by utilizing the district TOSAs. The EL TOSA works with teachers individually to determine how to best support building their skill sets. The technology committee holds monthly technology days in which they rotate through classrooms teaching others about new approaches for increasing technology use in the classroom. Additionally, the PBIS committee attends planning sessions at various points throughout the year to increase the school's implementation of PBIS. Weekly staff meetings topics of focus have included PLC, language arts, math, technology, PBIS, Common Core Standards Implementation, needs of English Learners, cooperative learning, and professional collaboration. Teachers, resource staff, instructional aides and office staff have opportunities to attend professional development trainings provided by the MCOE and statewide programs. Administrators participate as well with PLC, Dr. DeWitt administrative coaching, MTSS, and other district-wide focused trainings. Each new teacher also receives assistance and support from our New Teacher Support Coordinator and New Teacher TOSA. Teachers collaborate with grade level teams on a weekly basis through PLC allotted time and meet regularly with the principal for ongoing professional development support. Each trimester, we meet to review data in data analysis sessions where the focus is on data to drive-instruction and data to move teaching practices forward.