Gabilan Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Gabilan Elementary School
Street	330 North Walker Drive
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6440
Principal	Ellen Brusa
E-mail Address	ebrusa@soledad.k12.ca.us
Web Site	www.soledadusd.org
CDS Code	2775440-6105472

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (Most Recent Year)

Gabilan School is an elementary school that houses Junior Kindergarten through sixth grades. It also has 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. Our vision is to have our students be confident learners who demonstrate academic and personal excellence. Our school fully implements the core curriculum that is built on the State academic content standards utilizing the district's Systematic Quality Instructional Framework. Our mission is to produce students that are college and/or career ready who utilize effective thinking and productive organizational skills and participate in a positive way in the global community.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	60
Grade 1	65
Grade 2	66
Grade 3	60
Grade 4	50
Grade 5	49
Grade 6	50
Total Enrollment	400

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	1.0
Hispanic or Latino	97.3
Native Hawaiian orPacific Islander	0.0
White	0.3
Two or More Races	0.3
Socioeconomically Disadvantaged	96.8
English Learners	57.3
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	20	19	185
Without Full Credential	0	0	2	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	96.59	3.41
High-Poverty Schools in District	96.59	3.41
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: June 2014

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. ELD Pearson Language Central and reading intervention, Language! Fourth Edition Levels A-F in English. A textbook inventory survey was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2009 - Houghton Mifflin California Math Edition for grades K-6 in English. The Math intervention program: d (2008) Destination Math, Houghton Technology in English. A textbook inventory survey was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	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 Student Edition in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2006 - McMillian/McGraw-Hill California Vistas for grades K-4 in English. 6th grade is McDougal Littell, World History: Ancient Civilizations. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys - 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 25 years old and the newest portables are 8 years old. None of the eight emergency facilities needs specified in Ed Code Sec. 17592.72 (c)(1) exist at Gabilan. All restrooms are clean with 100% of the toilets operational. 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. We have more than adequate classroom space, a spacious staff lounge, and adequate playground space. Every restroom is cleaned regularly and has 100% of the toilets working. The building is cleaned regularly by one full time day custodian and one night custodian. 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. Williams Lawsuit visit date took place on 8/27/14. Site inspection date was done on 8/5/14.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/5/2014</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>**Systems:**
Gas Leaks, Mechanical/HVAC, Sewer</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**Interior:**
Interior Surfaces</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**Cleanliness:**
Overall Cleanliness, Pest/ Vermin Infestation</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**Electrical:**
Electrical</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**Restrooms/Fountains:**
Restrooms, Sinks/ Fountains</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**Safety:**
Fire Safety, Hazardous Materials</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**Structural:**
Structural Damage, Roofs</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
<tr><td>**External:**
Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>No deficiencies</td></tr>
</table>

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Overall Rating	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

<table>
<tr><td rowspan="3">Subject</td><td colspan="9">Percent of Students Scoring at Proficient or Advanced
(meeting or exceeding the state standards)</td></tr>
<tr><td colspan="3">School</td><td colspan="3">District</td><td colspan="3">State</td></tr>
<tr><td>2011-12</td><td>2012-13</td><td>2013-14</td><td>2011-12</td><td>2012-13</td><td>2013-14</td><td>2011-12</td><td>2012-13</td><td>2013-14</td></tr>
<tr><td>**Science (grades 5, 8, and 10)**</td><td>52</td><td>42</td><td>44</td><td>50</td><td>52</td><td>49</td><td>60</td><td>59</td><td>60</td></tr>
</table>

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	44
Male	38
Female	56
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	43
English Learners	11
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2010-11	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	38	45	48	38	42	43	54	56	55
Mathematics	55	64	63	40	44	45	49	50	50
History-Social Science				28	30	34	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	5
Similar Schools	4	5	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School	23	28	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	28	13
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	26	27	10
English Learners	10	27	6
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	36.0	14.0	10.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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 in our Gab University. Topics covered include: Helping your child through positive discipline (PBIS), technology, Math strategies, Literacy and family activities. Parents are invited to student performances, assemblies, garden days and special day activities like the First Day of School Celebration, Talent Show, Field Day as well as the Districtwide parent trainings. Parents are encouraged to volunteer in the classroom as much as possible and to chaperone field trips. We have a Five-Star Family incentive program that honors families who attend five or more parent activities/trainings throughout the year. 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.7	3.9	0.2	10.1	7.4	3.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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. 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 drills and earthquake 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	0	0	20	3			15	4		
1	20	3	0	0	20	3			16	4		
2	20	3	0	0	20	3			17	4		
3	19.3	3	0	0	20	3			20	3		
4	24.5	0	2	0	25		2		25		2	
5	25	0	2	0	25		2		25		2	
6	25	0	3	0	25		2		25		2	

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	33.33	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.33	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	.25	---
Resource Specialist	.25	---
Other	0	---

Note: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,754	$3,590	$5,165	$67,570
District	---	---	$4,570	$63,059
Percent Difference: School Site and District	---	---	13.0	7.2
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	10.1	7.2

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Special Education
Our services include a Special Day Class for grades K-2, 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 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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,047	$38,920
Mid-Range Teacher Salary	$62,366	$59,803
Highest Teacher Salary	$90,568	$78,096
Average Principal Salary (Elementary)	$91,008	$95,836
Average Principal Salary (Middle)	$99,965	$99,849
Average Principal Salary (High)	$101,579	$107,599
Superintendent Salary	$130,000	$151,912
Percent of Budget for Teacher Salaries	39	37
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

Gabilan staff members are provided with a variety of professional development opportunities. The staff development plan is created with the input of staff, the School Site Council, and is based on the needs of our staff as determined by on-going data analysis. Staff development occurred on three full day training days and on select Mondays each month and during weekly faculty meetings. Teachers, resource staff, instructional aides and office staff have many opportunities to attend professional development trainings provided by the MCOE and statewide programs. Administrators participate as well with Cognitive Coaching, Common Core Implementation and other district-wide focus trainings. Some of the topics of focus were: language arts (with special focus on vocabulary and comprehension), math (including a new Math adoption and Twenty-first century skills), technology, Positive Behavior Support Systems, Common Core Implementation, needs of English Learners, Accelerated Reader supplemental reading program, student engagement, and professional collaboration. Each new teacher also receives assistance and support from a support provider who has been trained through the BTSA Program. 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. The focus is on data to drive-instruction and data to move teaching practices forward.