

Gabilan Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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

Contact Information (School Year 2017-18)

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	Abbie Madsen
E-mail Address	amadsen@soledad.k12.ca.us
Web Site	http://gab.soledadusd.org
CDS Code	2775440-6105472

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
E-mail Address	tvanoli@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (School Year 2017-18)

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 Gaibilan 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 2016-17)

Grade Level	Number of Students
Kindergarten	69
Grade 1	79
Grade 2	60
Grade 3	70
Grade 4	59
Grade 5	60
Grade 6	57
Total Enrollment	454

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0
Filipino	0.7
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0
White	0.4
Two or More Races	0.2
Socioeconomically Disadvantaged	96.3
English Learners	65
Students with Disabilities	14.8
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	18	21	198
Without Full Credential	2	3	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: June 2016

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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. A textbook inventory was conducted in June 2017. Reading intervention program is Sopris West Language! Fourth Edition Levels A-F in English and 2017-Houghton Mifflin Harcourt READ 180 CA Universal ELA/ELD for Grades 4-6 and 2017 Houghton Mifflin Harcourt Read 180 CA Universal ELA/ELD for Grades 4-6. 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). 2016- Grade 6 has CA Go Math Middle School edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	conducted in June 2017. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.		
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 2017. 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 2017. 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 34 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. Williams Lawsuit visit date took place on 9/11/17. Site inspection date was done on 4/13/2017.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P RM 19 A/C is leaking at vents -repaired 6/21/17

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		P RM 12 Water stains ceiling tiles -repaired 8/10/17 P RM 15 Water stains ceiling tiles -repaired 8/10/17 P RM 17 Water stains ceiling tiles-repaired 7/19/17 RM 26 Water stains ceiling tiles throughout -repaired 7/19/17 RM 27 Water stains ceiling tiles throughout-repaired 7/19/17 RM 28 Water stains ceiling tiles -repaired 7/19/17
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No deficiencies
Electrical: Electrical	X			P RM 17 Exterior light cover is missing -repaired 6/13/17 P RM 21 Light diffuser is missing -repaired 6/15/17
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No deficiencies
Safety: Fire Safety, Hazardous Materials	X			P RM 19 Paint is chipping on door -repaired 7/19/17 P Student RR's No skie paint is peeling on ramp -repaired 7/19/17 P RM 24 Paint is chipping on door -repaired 7/19/17
Structural: Structural Damage, Roofs	X			P RM 16 Gutter is leaking at seam -repaired 7/14/17 P RM 18 Gutter is leaking at seam -repaired 7/14/17 P RM 20 Gutter is leaking at ramp entry -repaired 7/21/17 P Student RR's Dry rot on siding -repaired 7/19/17 Outdoor Courts Asphalt is deteriorating throughout -repaired 8/21/17
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P RM 12 Door stop is broken -repaired 9/15/17 P RM 13/RSP Standing water at ramp entry P RM 14 Standing water at ramp entry P RM 16 Door stop is broken -repaired 6/14/17 P RM 19 Door stop is broken -repaired 6/14/17 P RM 22 Door stop is broken -repaired 6/14/17 P RM 21 Standing water at ramp entry RM 27 Window screen is torn -repaired 8/29/17 RM 28 Door stop is broken -repaired 6/15/17 RM 25 Metal weather stripping is bent on base of door/injury hazard -repaired 9/15/17

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/13/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	29	33	32	32	48	48
Mathematics (grades 3-8 and 11)	18	23	20	18	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	241	98.37	32.92
Male	127	124	97.64	28.46
Female	118	117	99.15	37.61
Black or African American	--	--	--	--
Hispanic or Latino	244	240	98.36	32.64
Socioeconomically Disadvantaged	238	234	98.32	32.19
English Learners	183	180	98.36	26.82
Students with Disabilities	38	35	92.11	2.86
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	239	97.55	23.01
Male	127	124	97.64	22.58
Female	118	115	97.46	23.48
Black or African American	--	--	--	--
Hispanic or Latino	244	238	97.54	22.69
Socioeconomically Disadvantaged	238	232	97.48	22.41
English Learners	183	179	97.81	19.55
Students with Disabilities	38	35	92.11	5.71
Students Receiving Migrant Education Services	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	55	37	41	32	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7	23.3	5

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 State priority: Parental Involvement (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 (School Year 2017-18)

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: Helping your child through positive discipline (Triple P), 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 Districtwide 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	2.3	1.8	3.2	3.9	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 September 26, 2017. 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.

Federal Intervention Program (School Year 2017-18)

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	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	24		2		21		3		23		3	
1	23		3		24		2		18		3	
2	22	1	2		23		3		22		2	
3	23		3		23		3		23		3	
4	29		2		29		2		30		2	
5	30		2		30		2		30		2	
6	28		2		30		2		29		2	
Other	16	1			15	1						

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values 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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,474.00	\$1,103.00	\$6,371.00	\$65,000
District	N/A	N/A	\$10,495.00	\$67,532
Percent Difference: School Site and District	N/A	N/A	-39.3	-3.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-3.1	-6.7

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

Types of Services Funded (Fiscal Year 2016-17)

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 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,942	\$44,144
Mid-Range Teacher Salary	\$68,143	\$69,119
Highest Teacher Salary	\$98,957	\$86,005
Average Principal Salary (Elementary)	\$101,348	\$106,785
Average Principal Salary (Middle)	\$106,971	\$111,569
Average Principal Salary (High)	\$130,051	\$121,395
Superintendent Salary	\$187,200	\$178,104
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	7%	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 (Most Recent Three Years)

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 staff input, School Site Council, needs assessments, and data. This year, staff development occurred on six full day training days and during weekly faculty meetings. Additionally, teachers receive specialized coaching sessions in the areas of ELA (Fisher/Frey), HMH Math, and HMH ELA 4-5 times throughout the year. 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 Tier III. Weekly staff meetings topics of focus have included language arts (with special focus on Fisher/Frey), math (including a new Math adoption and math strategies coaching), 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 Cognitive Coaching, Fisher/Frey and other district-wide focus 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.