

# Gabilan Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

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
CDS Code	2775440-6105472

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

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The mission of Gabilan Elementary School is to accept, teach, challenge, and inspire all students so that they will be confident learners who demonstrate academic and personal excellence.

### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 Family Math Night, Family Literacy Night, and Family CST Night offered throughout the year. Parents are invited to student performances, assemblies, garden days, and special day activities, the First Day of School Celebration, as well as the Districtwide parent trainings. Our Healthy Start Program also provides several opportunities for parent training. 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.

## III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### 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
Science	49	52	42	45	49	52	57	60	59
History-Social Science	N/A	N/A	N/A	28	30	34	48	49	49

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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	45	52	N/A
All Student at the School	48	63	42	N/A
Male	50	65	42	N/A
Female	45	61	42	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	48	63	42	N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	46	62	41	N/A
English Learners	28	48	11	N/A
Students with Disabilities	33	67		N/A
Students Receiving Migrant Education Services				N/A

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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	20.8	12.5

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	3	4
Similar Schools	4	4	5

### 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	13
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.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	259	801	3,437	748	4,655,989	790
Black or African American	0		11	742	296,463	708
American Indian or Alaska Native	0		8		30,394	743
Asian	0		25	705	406,527	906
Filipino	0		38	916	121,054	867
Hispanic or Latino	258	801	3,255	745	2,438,951	744
Native Hawaiian/Pacific Islander	0		4		25,351	774
White	0		83	805	1,200,127	853
Two or More Races	1		13	726	125,025	824
Socioeconomically Disadvantaged	249	793	3,155	744	2,774,640	743
English Learners	150	771	2,008	716	1,482,316	721
Students with Disabilities	15	727	397	561	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	55.6

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	60
Grade 1	59
Grade 2	60
Grade 3	60
Grade 4	50
Grade 5	50
Grade 6	50
Total Enrollment	389

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	0.0
American Indian or Alaska Native	0.0	Two or More Races	0.3
Asian	0.0	Socioeconomically Disadvantaged	96.7
Filipino	0.0	English Learners	63.8
Hispanic or Latino	99.7	Students with Disabilities	5.1
Native Hawaiian/Pacific Islander	0.0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	20	3	0	0	20	3		
1	20	3	0	0	20	3	0	0	20	3		
2	19	3	0	0	20	3	0	0	20	3		
3	20	2	0	0	19.3	3	0	0	20	3		
4	25	0	2	0	24.5	0	2	0	25		2	
5	25	0	3	0	25	0	2	0	25		2	
6	25	0	2	0	25	0	3	0	25		2	
Other												

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.29	1.00	3.09	10.48	12.00	11.63
Expulsions	0	0	0	0.13	1.00	.17

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

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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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 8/28/13. Site inspection date was done on 7/26/13.



**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: July 26, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	CR3,CR4,CR5- Ceiling tiles stained and cracked - Inspected/Repaired 9/13 CR8- Tear in wall/covered with tape - Wall repair planned 6/14. CR24,CR26 - Carpet torn - Planned 6/14 Boys RR Basketball Court - Broken file, front door needs repair - Repaired 10/13 Boys RR Playground - Missing tile - Repaired 10/13
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	None
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	R2 Storage & R2 Food Service- Light cover missing - Replaced 9/13 CR8- Light out - Light replaced 9/13 CR214- Broken cover plate - Replaced 9/13
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	None
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	CR16- Excessive paper on walls - Removed 9/13
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	CR8 - Missing molding - Repaired 10/13. CR 11,CR12 - Ramp needs repair - Repaired 1/22/14. CR25- Door hinge broken - Repaired 11/13. Boys RR Playground- Ramp needs repair - Repaired 1/22/14.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	None

**Overall Facility Rate**

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

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	20	21	20	212
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.3	1.7
High-Poverty Schools in District	98.3	1.7
Low-Poverty Schools in District	0.0	0.0

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 9, 2013

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
<b>Reading/Language Arts</b>	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 May 2013. 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%
<b>Mathematics</b>	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 May 2013. 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%
<b>Science</b>	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 May 2013. 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%
<b>History-Social Science</b>	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 May 2013. 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%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$61,090
Percent Difference: School Site and District	---	---	13	12
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	N/A	0

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

#### Healthy Start

These grant funds are used to provide activities to the Gabilan School Community that meet the goals of Supporting the Physical and Emotional Wellness of Students, Early Intervention, and Parent Education and Involvement.

#### Gifted and Talented Education

Students meeting the district's GATE criteria receive a differentiated program focusing on depth and complexity to meet their special needs.

#### Special Education

Our services include 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.

#### Safe and Drug Free

These funds are used to purchase instructional materials for our Safe and Drug Free Program, which includes materials for Red Ribbon Week. It also helps to fund a small part of our After School Learning and Safe Neighborhoods Partnership Program that serves students after school from 3:00-6:00 P.M.

#### Tobacco-Use Prevention Education

These funds are used to purchase instructional materials relating to tobacco-use prevention.

#### Economic Impact Aid

These funds are used to purchase supplemental materials and assistance for our low-performing English learners and immigrant students who are economically impacted.

#### School Library Materials

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

#### Drop Out Prevention

These funds are used to hire an outreach consultant to work directly with at-risk students

#### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$60,366	\$59,799
Highest Teacher Salary	\$88,134	\$78,044
Average Principal Salary (Elementary)	\$91,008	\$95,442
Average Principal Salary (Middle)	\$99,965	\$98,080
Average Principal Salary (High)	\$101,579	\$106,787
Superintendent Salary	\$130,000	\$150,595
Percent of Budget for Teacher Salaries	38.1%	37.1%
Percent of Budget for Administrative Salaries	4.8%	5.9%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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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. Some of the topics of focus were: language arts (with special focus on vocabulary and comprehension), math, technology, class size reduction, 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.