

# Gabilan Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Gabilan Elementary School
<b>Street</b>	330 North Walker Drive
<b>City, State, Zip</b>	Soledad, CA 93960
<b>Phone Number</b>	831.678.6440
<b>Principal</b>	Rosalinda Silva
<b>E-mail Address</b>	rsilva@soledad.k12.ca.us
<b>Web Site</b>	<a href="http://gab.soledadusd.org">http://gab.soledadusd.org</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	2775440-6105472

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

### School Description and Mission Statement (Most Recent Year)

Gabilan School is an elementary school that houses Junior and Transitional 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. Our school also fully implements PBIS (Positive Behavior Intervention System), a research based behavior system that teaches students positive behavioral expectations. 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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	52
Grade 1	74
Grade 2	73
Grade 3	68
Grade 4	58
Grade 5	60
Grade 6	55
<b>Total Enrollment</b>	<b>440</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.2
Asian	0.2
Filipino	1.1
Hispanic or Latino	97.3
White	0.5
Two or More Races	0.5
Socioeconomically Disadvantaged	97.5
English Learners	59.1
Students with Disabilities	12.3
Foster Youth	0.2

## 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
	2013-14	2014-15	2015-16	2015-16
<b>With Full Credential</b>	20	19	19	181
<b>Without Full Credential</b>	0	2	2	34
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	92.4	7.6
<b>High-Poverty Schools in District</b>	92.4	7.6
<b>Low-Poverty Schools in District</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** June 2015

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 June 2015. 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>	2015 - Houghton Mifflin California Go Math (grades K-6 in English). New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2015. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	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 June 2015. 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 June 2015. 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 31 years old and the newest portables are 9 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. 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 8/26/15. Site inspection date was done on 7/8/15.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/8/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies
<b>Interior:</b> Interior Surfaces	X			Rooms 7,25,29,30- Flooring/Carpeting needs to be replaced - Old carpet removed and new carpet was installed on 7/20/15. Room 5 & 25- Excessive clutter- Removed excessive bookshelves and large storage cabinets and boxes on 9/3/15.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No deficiencies
<b>Electrical:</b> Electrical	X			No deficiencies
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No deficiencies
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No deficiencies
<b>Structural:</b> Structural Damage, Roofs		X		Room 7- Exterior siding needs repair on the west side. Decaying wood siding was removed and new siding was installed on 7/21/15.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No deficiencies

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 7/8/2015				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	16	28	44
Mathematics	13	19	33

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	70	70	100.0	71	17	9	3
	4	58	58	100.0	66	22	12	0
	5	61	58	95.1	36	34	21	7
	6	58	57	98.3	49	35	14	2
Male	3		35	50.0	74	20	3	3
	4		29	50.0	69	21	10	0
	5		31	50.8	35	23	32	6
	6		33	56.9	64	27	6	3
Female	3		35	50.0	69	14	14	3
	4		29	50.0	62	24	14	0
	5		27	44.3	37	48	7	7
	6		24	41.4	29	46	25	0
Black or African American	4		1	1.7	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	5		1	1.6	--	--	--	--
Hispanic or Latino	3		69	98.6	71	17	9	3
	4		57	98.3	65	23	12	0
	5		56	91.8	36	36	20	7
	6		57	98.3	49	35	14	2
White	5		0	0.0	--	--	--	--
Two or More Races	5		1	1.6	--	--	--	--
	6		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		70	100.0	71	17	9	3
	4		56	96.6	66	23	11	0
	5		57	93.4	37	35	19	7
	6		56	96.6	50	34	14	2
English Learners	3		54	77.1	76	11	9	4
	4		30	51.7	83	13	3	0
	5		16	26.2	63	38	0	0
	6		24	41.4	67	29	4	0
Students with Disabilities	3		8	11.4	--	--	--	--
	4		6	10.3	--	--	--	--
	5		4	6.6	--	--	--	--
	6		5	8.6	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	70	69	98.6	58	20	19	3
	4	58	58	100.0	78	19	3	0
	5	61	58	95.1	48	34	12	5
	6	58	57	98.3	67	25	9	0
Male	3		34	48.6	56	12	26	6
	4		29	50.0	79	17	3	0
	5		31	50.8	35	35	23	6
	6		33	56.9	67	21	12	0
Female	3		35	50.0	60	29	11	0
	4		29	50.0	76	21	3	0
	5		27	44.3	63	33	0	4
	6		24	41.4	67	29	4	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Black or African American</b>	4		1	1.7	--	--	--	--
<b>Filipino</b>	3		1	1.4	--	--	--	--
	5		1	1.6	--	--	--	--
<b>Hispanic or Latino</b>	3		68	97.1	59	19	19	3
	4		57	98.3	79	19	2	0
	5		56	91.8	48	34	13	5
	6		57	98.3	67	25	9	0
<b>White</b>	5		0	0.0	--	--	--	--
<b>Two or More Races</b>	5		1	1.6	--	--	--	--
	6		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		69	98.6	58	20	19	3
	4		56	96.6	79	18	4	0
	5		57	93.4	49	35	11	5
	6		56	96.6	68	25	7	0
<b>English Learners</b>	3		53	75.7	64	15	17	4
	4		30	51.7	90	7	3	0
	5		16	26.2	69	31	0	0
	6		24	41.4	96	4	0	0
<b>Students with Disabilities</b>	3		8	11.4	--	--	--	--
	4		6	10.3	--	--	--	--
	5		4	6.6	--	--	--	--
	6		5	8.6	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	3		1	1.4	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.



### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	42	44	55	51	48	41	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Students at the School	55
Male	67
Female	40
Filipino	--
Hispanic or Latino	55
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	54
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30	16.90	28.80

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 (Triple P), 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	3.88	0.24	1.06	7.45	3.81	3.18	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.16	0.02	0.00	0.13	0.10	0.09

### 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. This current version of the plan was reviewed on December 3, 2015. 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 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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

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

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

Grade Level	2012-13			2013-14			2014-15					
	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+
<b>K</b>	20	3			18	4			24		2	
<b>1</b>	20	3			20	3			23		3	
<b>2</b>	20	3			20	3			22	1	2	
<b>3</b>	20	3			20	3			23		3	
<b>4</b>	25		2		25		2		29		2	
<b>5</b>	25		2		25		2		30		2	
<b>6</b>	25		2		25		2		28		2	
<b>Other</b>									16	1		

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	N/A
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0	N/A
<b>Library Media Teacher (Librarian)</b>	0.5	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	.5	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.125	N/A
<b>Speech/Language/Hearing Specialist</b>	.25	N/A
<b>Resource Specialist</b>	1.0	N/A
<b>Other</b>	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$5,447.32	\$2,462.53	\$2,984.79	\$61,796
<b>District</b>	N/A	N/A	\$4,882.54	\$65,288
<b>Percent Difference: School Site and District</b>	N/A	N/A	-38.9	-5.3
<b>State</b>	N/A	N/A	\$5,348	\$65,267
<b>Percent Difference: School Site and State</b>	N/A	N/A	-44.2	-5.3

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

## Types of Services Funded (Fiscal Year 2014-15)

### 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,729	\$40,379
Mid-Range Teacher Salary	\$64,861	\$62,323
Highest Teacher Salary	\$94,191	\$81,127
Average Principal Salary (Elementary)	\$94,648	\$99,192
Average Principal Salary (Middle)	\$103,963	\$91,287
Average Principal Salary (High)	\$105,642	\$112,088
Superintendent Salary	\$150,000	\$159,821
Percent of Budget for Teacher Salaries	35%	36%
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 (Most Recent Three Years)

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), Writing, 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 Induction 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.