

# El Gabilan Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	El Gabilan Elementary
<b>Street</b>	1256 Linwood Drive
<b>City, State, Zip</b>	Salinas, CA 93906
<b>Phone Number</b>	(831) 753-5660
<b>Principal</b>	Esabel L. Cervantes Babione
<b>Email Address</b>	ecervant@salinascity.k12.ca.us
<b>School Website</b>	www.elgabilanschool.org
<b>County-District-School (CDS) Code</b>	27-66142-6026520

## 2023-24 District Contact Information

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	(831) 753-5600
<b>Superintendent</b>	Dr. Rebeca Andrade
<b>Email Address</b>	randrade@salinascity.k12.ca.us
<b>District Website</b>	www.salinascityesd.org

## 2023-24 School Description and Mission Statement

Welcome to El Gabilan Elementary School, Home of the Hawks! At El Gabilan, we are committed to ensuring that each child receives rigorous and systematically planned instruction in a safe and nurturing environment.

We are a Title 1 school that educates 540 students daily. Our school is composed of 22 General Ed Classes, TK through sixth grade, one RSP class and three Special Day Classes that serve students with Autism. We also host 2 State Pre-school classes on site. Approximately sixty-five percent (65%) of our students are English Learners, forty-six percent (46%) of our students are identified as homeless, sixty-four percent (64%) are Socioeconomically Disadvantaged, approximately fifteen percent (14.8%) are students with disabilities.

We are equally committed to developing instructional practices that keep us at the forefront of 21st century teaching techniques. Our Leadership Team, School-Site Council, and campus administrators are prepared to build the capacity of our stakeholders, ensure our direction is intentional and focused, redesign organizational structures to support our school-wide goals, and manage the instructional program to meet the needs of our students. One major goal is to use our 21 Century skills to become a Future Ready School. The aforementioned is guided by our shared vision and mission:

**VISION:** The El Gabilan Elementary School Vision is to Spark Engagement, Open Awareness, Activate Leadership, and Redefine Education.

**MISSION:** At El Gabilan School it is our mission to spark engagement through personalized learning, open awareness by encouraging mindful communication, activate leadership by valuing agency, and redefine the educational experience to ensure success today and empowerment for the future.

We provide a quality education, qualified educators, and a collaborative environment where students are prepared with the critical skills and knowledge to be college and career ready in the 21st century. Our instructional delivery is enhanced by Problem Based Learning via Units of Study that are developed by our own teachers. Our teachers receive ongoing professional development on the CCSS Standards, Units of Study (UOS) and Problem Based Learning (PBL). The success of our academic program is evidenced by growing scores on State and Local assessments, as well as student work samples. We have a full time academic coach, who supports our teachers with PBL professional development, planning and instruction. In addition to PBL, we offer remedial programs, enrichment programs, fine arts, clubs and sports activities which amplify our strong academic

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program. For students in need of academic support, classrooms teachers provide Tier 1 intervention via small groups, 1:1 support and differentiated instruction. Additionally, we follow the Multi-Tiered System of Support framework for coordinating services and supports for our students in Tier 2 and Tier 3 levels. These include our site-based intervention program with an Intervention Teacher and paraprofessionals that pull students out or push in to the classrooms. This Intervention program provides students with Supplemental Education Phonics and Reading intervention, via the SIPPS program. This intervention program is provided for individuals and groups of students in kindergarten through sixth grade, as necessary. All students participate in regularly scheduled visits to the library to check out books, develop their literacy skills, and use technology for research or reading comprehension by way of Accelerated Reader. English Learners receive daily English Language Development (ELD) instruction for 30 -45 minutes, in addition to intentional planning of lessons for Integrated ELD throughout the day and across curriculum. For Mathematics, we are utilizing the Eureka program. Teachers provide whole group instruction and also provide small group instruction to address student needs. In addition, we offer a Future Ready experience to our students by providing 2 devices per student; each student has access to an iPad for use at school and a Chromebook for use at school and home. We want to ensure that our students are digitally literate in both operating systems. After school programs are continuously offered to approximately 80 students is Best of Education and Safety Time (BEST.) This ASES-funded after school program provides enrichment opportunities and homework support to our students.

Beyond academic support, we are fostering a safe and nurturing learning environment for our students through opportunities for Social Emotional Learning. Students receive SEL via PBIS, Toolbox Character Ed. Program and Zones of Regulation. All students have access to an SEL check-in via PBIS Rewards which helps us to monitor which zones are students are in daily. Counseling support is available to help emotionally or behaviorally challenged children, provided by our school counselors and check-ins with our school psychologist. Our School Counselor supports students who may be exhibiting a patterning of "Bullying" behaviors, as well as students who may be victims of bullying behavior. Additionally, we have a Monterey County Behavioral Health Counselor that comes to our site to work with students in need of their services. Our School Psychologist plays a major role in supporting all counselors as well as providing direct services to students, beyond the check-ins.

Our families and community members are valued partners in our children's social, emotional, and academic development. We believe, that through the support and efforts of all members working in unity, our students and community will flourish. In effort to strategically plan parent engagement activities, we have a full time Parent Coordinator. We develop a partnership by providing a multitude of opportunities for our parents and community members, such as: Back to School Night, Open House, First Day Celebration, Nights at the Future Museum, Cafecitos, Latino Literacy, Parenting Partners, School Site Council, ELAC, presentations by Psyc. Eduardo Eizner, Dia del Niño / Day of the Child family event, Holiday Events, Mother's Day Resource Fair, family literacy night, and more.

We have committed teachers and staff, dedicated parents, and highly motivated students. Hawks SOAR to be More! You are welcome to contact us to discuss the educational programs offered here at El Gabilan Elementary School.

### Major Achievements, Recognition and Activities:

- California Pivotal Practice Award- 2022
- 2023 California PBIS Coalition for PBIS implementation- Platinum Recognition
- Field trips and assemblies provide enrichment for students.
- School sponsored volleyball, basketball, soccer teams/clubs provide opportunities to continue to build physical, social skills and school pride.
- Student Leadership Opportunities: Playworks Junior Coaches, Hawk Squad and Hawk Talks.
- Visual and Performing Arts: Vocal music taught to all grade levels during the school day, Visual Arts, and Dance.
- Recognitions: Accelerated Reader reading goals, Perfect Attendance, Gold Coin Scholars.
- Implementation of Problem Based Learning.
- Continued and ongoing professional development for Certificated and Classified staff
- Parental Engagement opportunities via classes, presentations, and conferences

### Other forms of on-site support for students and families:

- Cal State Monterey Bay Service Learning Students
- Full Time, 12-month Parent Coordinator
- Full Time Campus Supervisor
- Field Adult English Class

### Focus for Improvement

1. Students not meeting standards will be provided with interventions and extended learning opportunities.
2. All students regardless of their performance levels will receive appropriate differentiation instruction in all subject matters via small group instruction during the instructional day.

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3. Continue to develop Units of Study and improve the delivery of each Project Based Learning unit for enhanced student outcomes.
4. Academic Coach will train and support teachers in the implementation of the CCSS (Standards), Units of Study and best practices.
5. Data Teams will identify learning goals, develop common formative assessments, monitor student progress and refine instruction.
6. Establish expectations for implementation of school-wide Designated and Integrated ELD and provide professional development for effective implementation.
7. Continue to implement the Toolbox, PBIS and Anti-Bully programs to provide social and character education, with increased focus and implementation on Zones of Regulation.
8. Strong implementation of Multi-Tiered Systems of Support (MTSS)
9. Direct services from MTSS Intervention teacher or paraprofessionals to increase proficiency in English Language Arts and Math

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	94
Grade 2	94
Grade 3	58
Grade 4	77
Grade 5	82
Grade 6	78
<b>Total Enrollment</b>	<b>570</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.2%
American Indian or Alaska Native	1.2%
Asian	0.5%
Black or African American	0.4%
Filipino	0.7%
Hispanic or Latino	91.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.9%
White	4%
English Learners	57.5%
Homeless	49.5%
Migrant	4.2%

Socioeconomically Disadvantaged	81.8%
Students with Disabilities	13.5%

## 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.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	80.77	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.69	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.69	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.85	11.00	2.99	12115.80	4.41
Unknown	0.00	0.00	6.00	1.63	18854.30	6.86
<b>Total Teaching Positions</b>	<b>26.00</b>	<b>100.00</b>	<b>368.40</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	84.62	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.85	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	11.54	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
<b>Total Teaching Positions</b>	<b>26.00</b>	<b>100.00</b>	<b>374.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	1.00	1.00
<b>Misassignments</b>	1.00	2.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2018 (English) / April 13, 2015 Eureka Math, Great Minds, 2018 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	Savvas, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Adelante	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

## School Facility Conditions and Planned Improvements

A new and improved play structure was installed in 2021-22. A new Shade structure was installed in 2023-24.

Year and month of the most recent FIT report

03/09/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	24	19	26	24	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	16	20	22	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	296	292	98.65	1.35	19.18
<b>Female</b>	147	144	97.96	2.04	22.22
<b>Male</b>	149	148	99.33	0.67	16.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	279	275	98.57	1.43	18.91
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	143	139	97.20	2.80	5.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	120	118	98.33	1.67	16.95
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	238	236	99.16	0.84	16.10
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	39	97.50	2.50	0.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	296	292	98.65	1.35	16.15
<b>Female</b>	147	146	99.32	0.68	16.55
<b>Male</b>	149	146	97.99	2.01	15.75
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	279	275	98.57	1.43	16.06
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	143	140	97.90	2.10	3.60
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	120	120	100.00	0.00	10.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	238	237	99.58	0.42	11.86
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	37	92.50	7.50	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	8.43	14.10	12.58	14.08	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100.00	0.00	14.10
Female	34	34	100.00	0.00	11.76
Male	44	44	100.00	0.00	15.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	14.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	36	36	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	36	36	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100.00	0.00	10.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### 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 area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0	98.8	98.8	98.8	100.0

## 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 regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

Our families are integral in the success we have in the school community. The school administration is committed to supporting parents and helping to forge strong school to home relationships. Our full-time parent coordinator has a passion for parent and community involvement. With her contributions, we are able to provide a variety of engagement opportunities for our parents and community members. With Title I Parent Involvement funding we provide parent opportunities to attend trainings and workshops throughout the school year.

Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrators meets each trimester to monitor the School Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our Parent Organization is involved in many aspects of our school including fundraising, volunteering and enhancing programs for all of our students. ELAC meets monthly and our Parent Organization meets quarterly.

We have many opportunities for parents to participate in the school community, and we depend on parents to keep our programs running smoothly. Parents can participate in the following ways:

- \*School Site Council (SSC), which works with administration to help plan for academic improvement and to make financial decisions on programs provided by special-purpose funds.
- \*English Learner Advisory Committee (ELAC), which is a committee that represents English learners and provides input to our School Site Council.
- \*Sped Parent Meetings. Our site hosted several parent meetings to update and inform parents of changes in the program.
- \*Family Nights- We encourage all parents to attend Back to School Night in the fall and Parent-Teacher conferences in November and March, as well as our Night at the Future Museum events.
- \*We have many parents who volunteer in classrooms daily, and we always welcome new volunteers (dependent on COVID protocols).
- \*Volunteer for school-wide family events and classroom events
- \*Conference with teachers
- \*Regular communication with school staff
- \*Consistent check in on Parent Square for updates and information.

Both site administrators are available to meet with parents throughout the school year.

To inquire about any of the opportunities noted above or other opportunities to engage in your child's education, please contact our Parent Coordinator at 831-442-3119 and call or visit the school office - (831) 753-5650.

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	594	180	30.3
Female	286	281	79	28.1
Male	321	313	101	32.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	0	0.0
Asian	4	4	2	50.0

<b>Black or African American</b>	2	2	2	100.0
<b>Filipino</b>	4	4	1	25.0
<b>Hispanic or Latino</b>	554	542	164	30.3
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	11	11	6	54.5
<b>White</b>	24	23	4	17.4
<b>English Learners</b>	371	364	98	26.9
<b>Foster Youth</b>	0	0	0	0.0
<b>Homeless</b>	297	290	80	27.6
<b>Socioeconomically Disadvantaged</b>	507	496	145	29.2
<b>Students Receiving Migrant Education Services</b>	27	27	10	37.0
<b>Students with Disabilities</b>	97	96	41	42.7

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	2.45	2.80	0.15	2.31	1.81	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.8	0
<b>Female</b>	1.05	0
<b>Male</b>	4.36	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0

<b>Hispanic or Latino</b>	2.89	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	2.43	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	3.37	0
<b>Socioeconomically Disadvantaged</b>	3.16	0
<b>Students Receiving Migrant Education Services</b>	7.41	0
<b>Students with Disabilities</b>	5.15	0

## 2023-24 School Safety Plan

The Comprehensive School Safety Plan is updated annually. The plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. The safety plan includes a very specific, first response plan that includes Crisis Teams as well as each member's duties and required gear. The safety plan was presented to Staff and School Site Council members with opportunities to provide feedback and input. Additionally, the plan is readily available in our school office. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after-school programs, 3 times annually); lockdown & shelter-in-place (after-school programs 2 times annually), and earthquake once per year via the Great California Shakeout, which took place in October 2023. Safety concerns and procedures are shared and addressed at staff meetings or via written communique with staff and families.

Our school has a fully encompassing security fence with electronically controlled access gates: 4 pedestrians and 2 vehicles. These gates ensure that all visitors enter through the main office when school is in session. Visitors are required to check in at the school office. We utilize the Raptor Visitor Management System to screen our visitors. Once screened, the visitors will receive a visitor's pass that contains the visitor photo. Staff members are asked to report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult at the school office.

We review and organize disciplinary procedures with the staff and students throughout the school year. Implementing the PBIS model to teach behavior expectations. We teach and review behavior expectations for all areas of our campus, including playground rules to ensure safety on the campus. Communication: Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom system and intercom telephones are located in each classroom. Additionally, we utilize a private channel for internal communication regarding safety during drills and emergency situations. Lastly, we utilize Parent Square to communicate alerts with our families.

Students are permitted to enter campus 30 minutes prior to the start of instruction, however, our site provides supervision beginning at 7:15 am. We have one supervisor in the front of the school, one at our main gate entry point and another in the inside breezeway area. We have an additional staff member that supervises students who enjoying a nutritious breakfast in our Cafeteria. Ten minutes prior to the start of instruction students report to their classroom and are supervised by their teacher. Teachers supervise students during morning recess and classified staff supervises during the lunch period. The Principal and the Vice Principal continuously supervise students and support staff throughout the entirety of the day. Our site hired a 6.5 hour Campus supervisor to provide additional and continuous supervision of students throughout the school day.

Staff are all aware of their requirement to renew their CPR and First Aid requirement, which is noted in our safety plan. Lastly, all staff is trained annually on Mandated Reporting, in accordance with the law.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	19	3		
2	23		3	
3	22	1	3	
4	29		3	
5	30		3	
6	24		3	
Other	13	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	25		3	
2	15	4		
3	23		3	
4	27		3	
5	28		3	
6	27		3	
Other	11	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	0
1	25	0	3	0
2	22	1	3	0
3	26	0	2	0
4	26	0	3	0
5	28	0	3	0
6	26	0	3	0
Other	12	4	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	570

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8057	555	7502	68649.35

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

<b>District</b>	N/A	N/A	8220	\$77,664
<b>Percent Difference - School Site and District</b>	N/A	N/A	-9.1	-12.3
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	-15.7	-23.9

## Fiscal Year 2022-23 Types of Services Funded

### DISTRICT - FUNDED SERVICES:

District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2023-2024 School Year include:

1. Extended School Year (ESY)
2. ASES/BEST after school program
2. Jump Into English - After school and summer programs
3. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site
10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment fieldtrips
13. MTSS Coach
14. Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21. Grade Level Release Teacher

District-Funded Services for the 2022-2023 School Year included:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Vice Principal at each site, ,
9. Academic enrichment fieldtrips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

### SITE-FUNDED SERVICES:

## Fiscal Year 2022-23 Types of Services Funded

Federal and State funds are used to provide learning opportunities and services aligned with our three goals for 2023-2024 on the School Plan for Student Achievement. Our funds are utilized to develop and enhance an optimal learning experience for students. We use funds to provide supplemental programs beyond the core curriculum and to support our teachers via supplemental instructional materials, staff development, materials/supplies, and collaboration opportunities. Specific and focused services are noted below:

Site-Funded Services for the 2023-2024 school year:

1. MTSS Supports- Culture and Climate, SEL, PBIS, Academic materials and supplies, Professional Development
2. Full Time Parent Coordinator (12 Months)
3. Interpretation Services for families
4. Supplemental Technology Programs
5. Full Day Campus Supervisor

Site-Funded Services for the 2022-2023 school year included:

1. Professional Development
2. Full Time Parent Coordinator (12 Months)
3. Interpretation Services for families
4. Supplemental Technology Programs
5. Full Day Campus Supervisor

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,882	\$54,215
<b>Mid-Range Teacher Salary</b>	\$78,477	\$86,843
<b>Highest Teacher Salary</b>	\$99,569	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$115,276	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$231,680	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	25.5%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4.55%	5.15%

## Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2023-2024 School Year:

1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTTEL) Training

## Professional Development

District Provided Professional Development for the 2022-2023 School Year:

1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. Sondag Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

### SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, El Gabilan Elementary staff is participated in the following professional development:

1. PBIS Tier 1 and Tier 2 Supports
2. Zones of Regulation
3. Technology: Kami, IXL
4. Units of Study for our Problem-Based Learning
5. ELD Cycle of Continuous Improvement (West Ed)
6. Cycle of Continuous Improvement- Math and ELA
7. Blended Learning
8. Early Literacy- Phonics, SIPPS
9. Teach Like a Pirate

For the 2022-2023 school year, El Gabilan Elementary staff is participated in the following professional development:

1. ULS English Language Arts program for our SDC Autism classes
2. Technology Training: Kami, Joy School English
3. Units of Study for our Problem-Based Learning
4. ELD Cycle of Continuous Improvement (West Ed)
5. Thinking Maps
6. Joy School English (TK-K and SDC teachers).
7. Unique Learning Systems (USL) for SDC Staff
8. Kami Training
9. Menstrual Equity

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	4