El Gabilan Elementary
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	El Gabilan Elementary
Street	1256 Linwood Drive
City, State, Zip	Salinas, CA 93906
Phone Number	(831) 753-5660
Principal	Martin Gutierrez Jr
Email Address	martin.gutierrez@salinascityesd.org
School Website	www.elgabilanschool.org
Grade Span	K-6
County-District-School (CDS) Code	27-66142-6026520

2024-25 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Rebeca Andrade
Email Address	randrade@salinascityesd.org
District Website	www.salinascityesd.org

2024-25 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 that educates 547 students daily. Our school is composed of 21 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 fifty-nine percent (59%) of our students are English Learners, fifty-three percent (53%) of our students are identified as homeless, eighty-two percent (82%) are Socioeconomically Disadvantaged, sixteen 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 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 Acceleration Specialist 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 each student access to a Chromebook for use at school and home. We want to ensure that our students are digitally literate. After school programs are is 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 (SEL). 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 pattering 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 school psychologists, school counselor, 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:

2024-25 School Description and Mission Statement

- 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 differentiated instruction in all subject matters via small group instruction during the instructional day.
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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	75
Grade 2	88
Grade 3	90
Grade 4	56
Grade 5	74
Grade 6	72
Total Enrollment	536

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	1.1
Asian	0.7
Black or African American	0.4
Filipino	0.9
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.9
White	3.7
English Learners	60.6
Foster Youth	0.2
Homeless	56
Migrant	5.8
Socioeconomically Disadvantaged	85.4
Students with Disabilities	14.6

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/Incomplete/NA	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	26.00	100.00	368.40	100.00	274759.10	100.00

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/Incomplete/NA	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	26.00	100.00	374.50	100.00	279044.80	100.00

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.

2022-23 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)	22.60	86.06	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.81	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	2.51	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.62	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.00	2.31	14303.80	5.15
Total Teaching Positions	26.20	100.00	389.30	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	1.00	0
Misassignments	1.00	2.00	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	3.00	0.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	2
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	8	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.10	0	0

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

2024-25 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 2024

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%

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

School Facility Conditions and Planned Improvements

During the 2023-24 school year, a new shade structure was installed in the student lunch area. A modernized play structure was installed in 2021-22.

Year and month of the most recent FIT report	05/04/2024

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	State Priority: Pupil Achievement

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	19	20	24	25	46	47
Mathematics (grades 3-8 and 11)	16	19	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	297	99.00	1.00	19.93
Female	156	156	100.00	0.00	21.79
Male	144	141	97.92	2.08	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	279	98.94	1.06	20.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	140	137	97.86	2.14	5.84
Foster Youth	0	0	0	0	0
Homeless	156	153	98.08	1.92	16.34
Military	--	--	--	--	--
Socioeconomically Disadvantaged	258	255	98.84	1.16	18.43
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	48	48	100.00	0.00	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	298	99.33	0.67	18.52
Female	156	156	100.00	0.00	13.46
Male	144	142	98.61	1.39	24.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	280	99.29	0.71	18.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	140	139	99.29	0.71	8.63
Foster Youth	0	0	0	0	0
Homeless	156	155	99.36	0.64	14.84
Military	--	--	--	--	--
Socioeconomically Disadvantaged	258	256	99.22	0.78	16.80
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	48	47	97.92	2.08	6.52

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.10	12.66	14.08	15.30	30.29	30.73

2023-24 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	80	80	100.00	0.00	13.75
Female	50	50	100.00	0.00	14.00
Male	30	30	100.00	0.00	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	72	100.00	0.00	13.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	40	40	100.00	0.00	5.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	10.29
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.

2023-24 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 requires only participation results 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%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

Our families are integral in the success we have is 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 parents 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 Single 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.
- 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) 753-5660.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	570	117	20.5
Female	294	290	55	19.0
Male	288	280	62	22.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	528	518	108	20.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	21	20	4	20.0
English Learners	353	344	53	15.4
Foster Youth	--	--	--	--
Homeless	319	317	54	17.0
Socioeconomically Disadvantaged	503	494	97	19.6
Students Receiving Migrant Education Services	33	33	4	12.1
Students with Disabilities	96	95	29	30.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.45	2.8	4.47	2.31	1.81	1.89	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.47	0.00
Female	2.04	0.00
Male	6.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.83	0.00
Foster Youth	0.00	0.00
Homeless	5.33	0.00
Socioeconomically Disadvantaged	4.57	0.00
Students Receiving Migrant Education Services	3.03	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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. All staff received training on the Big Five protocol (1. Shelter in Place, 2. Drop, Cover, and Hold on, 3. Secure Campus, 4. Lockdown/Barricade, and 5. Evacuation) to ensure everyone was aware of the latest practices related to safety. 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 on October 17, 2024. 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

2024-25 School Safety Plan

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 are 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.

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	
1	25		3	
2	22	1	3	
3	26		2	
4	26		3	
5	28		3	
6	26		3	
Other	12	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	3		
1	18	1	3	
2	24		3	
3	20	2	2	
4	27		2	
5	25		3	
6	24		3	
Other	13	3		

2023-24 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	536

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
District	N/A	N/A	8220	$87,565
Percent Difference - School Site and District	N/A	N/A	-9.1	-24.2
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-35.8	-33.6

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:
Federal and State funds are used to provide learning opportunities and services aligned with our three goals for 2024-2025 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 2024-2025 school year:
1. Acceleration 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
6. Coaching Cycles
7. EGTV

Fiscal Year 2023-24 Types of Services Funded

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

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 2024-2025 School Year include:
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
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18.Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 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
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
9. Academic enrichment field trips
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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$56,367	$58,553
Mid-Range Teacher Salary	$88,679	$93,924
Highest Teacher Salary	$112,513	$119,489
Average Principal Salary (Elementary)	$119,815	$149,898
Average Principal Salary (Middle)	$0	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$231,680	$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:
For the 2024-2025 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

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

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

Professional Development

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 2024-2025 School Year:
1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

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 (OPTEL) Training

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. Sonday 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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4