

Vista San Gabriel Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Vista San Gabriel Elementary School
Street	18020 East Avenue O
City, State, Zip	Palmdale, CA 93591
Phone Number	(661) 264-1155
Principal	Suzanne Grissom
Email Address	sgrissom@wilsona.k12.ca.us
County-District-School (CDS) Code	19 65151 6106785

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Wilsona School District
Phone Number	(661) 264-1111
Superintendent	Susan Andreas-Bervel
Email Address	sbervel@wilsona.k12.ca.us
Website	www.wilsonasd.net

School Description and Mission Statement (School Year 2020-2021)

About Our School

Welcome to Vista San Gabriel Elementary School. We are known as the Coyotes! The 685 students are the heart and soul of our work. Each and every day they make us proud with their academic achievements, creative ideas, and their kind and responsible behavior. Our staff members work tirelessly to ensure our students receive standards-based curriculum, enrichment, intervention, and technology that prepare them for their future college or career. Each day our staff members work enthusiastically to provide support to the students and their families. Whether providing enriched, standards-based curriculum, serving well-balanced meals, or assisting on the playground or after school activities, our staff is dedicated to working as a team to develop our students into confident, competent, independent learners. Our School Mission and Vision Statements are at the forefront of all school decisions. We strive, as a team, to maintain successful programs while developing new ways to strengthen our school community. Our school community works in concert to cultivate the climate of our school. We value our Parent-Teacher Organization (PTO), School Site Council (SSC), and English Language Advisory Council (ELAC). In addition to the efforts of our staff, those groups contribute to all aspects of student success. Our staff is currently in the sixth year of training with LACOE to implement a school-wide behavioral support system called Positive Behavior Interventions and Support (PBIS). PBIS provides tools and toolbox to establish and grow a positive school social culture and individualizes behavioral support for each student. We are beginning our first year of Capturing Kids' Hearts. Capturing Kids' Hearts is an additional method of support to improve the culture of emotional understanding and strategies for staff and students.

School Description and Mission Statement (School Year 2019—20)

Vista San Gabriel Elementary School is one of three schools located in the Wilsona School District located in an unincorporated area of Los Angeles County. Vista San Gabriel serves 685 students from transitional kindergarten through fourth grade during the 2018-2019 as determined by the October 2018 pupil count. The school's demographics in 2018 included 72.7% Hispanic, 12.7% White, 8.8% African-American, 31.2% English Learners, 11.4% Students With Disabilities, and 2.3% Foster Youth. Vista San Gabriel is school-wide Title I, with 100% free lunch program. A significant proportion of the school population lives below the poverty level. Less than 1% of Vista San Gabriel's parents are college graduates and 54% are not high school graduates. Vista San Gabriel had a transient rate of 4.4% of the students who were enrolled in grades 2-4 for the 2018-2019 school year.

The Wilsona School District offers three preschool programs. Two are housed at the Vista San Gabriel site. Gateway, a federally funded preschool program, is for children who demonstrate speech and language delays. The district also offers a program for preschoolers with special needs and Head Start. Head Start is offered through the Palmdale School District, for the students who reside within the Wilsona School District boundaries. Vista San Gabriel services 213 English Language Learners (EL) and 35 fluent English Language Learners (EL). Participants in the migrant education program comprise 3%. Spanish is the primary language of those students. To service those EL students, Vista San Gabriel has 33 teachers who either have a BCLAD, CLAD, SB1969/395 certificate, or SDAIE/ELD teaching authorization.

Vista San Gabriel operates in a permanent building housing kindergarten through second grades. There is also an intervention classroom and a resource classroom as well as the office, library, work rooms, cafeteria and staff and student restrooms in the permanent building. Portable classrooms house grades preschool, kindergarten, third, and fourth, as well as three Specialized Academic Instruction classrooms, 1 Speech and Language classroom, the Pre-K classroom plus the offices for the school counselor, school psychologist, and Save the Children. Vista San Gabriel has a full-time school counselor, a full-time school psychologist, a part-time instructional assistant to assist classroom teachers in the library. Vista San Gabriel has an average of 1 student per computer and 1 student per Internet computer for a total of 685 computers school wide.

Vista San Gabriel Elementary School meets the number of instructional minutes required by the state due to Distance Learning which began in March of 2020, for a total of 180 minutes per day for grades Transitional Kindergarten (TK) through second grade, 230 minutes for third grade, and 240 minutes for fourth grade. Those minutes meet the state requirement for Synchronous Learning. Additionally, students complete Asynchronous Learning independent of teacher using programs i-Ready and Acellus.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	157
Grade 1	142
Grade 2	120
Grade 3	128
Grade 4	144
Total Enrollment	691

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	1.4
Hispanic or Latino	76.6
White	11.3
Two or More Races	3.5
Socioeconomically Disadvantaged	92.6
English Learners	35.3
Students with Disabilities	7.7
Foster Youth	0.7
Homeless	4.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	33	33	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas & Pinell Guided Reading	Yes	0
Mathematics	Math Expressions/California Math	Yes	0
Science	Houghton Mifflin	Yes	0
History-Social Science	National Geographic	Yes	0

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

School Facility Conditions and Planned Improvements

Vista San Gabriel takes pride in the facilities it provides to the staff and students of the school. Vista San Gabriel receives custodial services from one full time custodian during the day and four part-time evening custodians who perform basic cleaning operation in all classes and areas daily. Vista San Gabriel also has two maintenance men and a groundskeeper shared with the other school in the district.

Vista San Gabriel operates in a permanent building housing kindergarten through second grades. There is also an intervention classroom and a resource classroom as well as the office, library, work rooms, cafeteria and staff and student restrooms in the permanent building. Portable classrooms house grades preschool, kindergarten, third, and fourth, as well as three Special Day classrooms, 1 Speech and Language classroom, the Pre-K classroom plus the offices for the school counselor, school psychologist, and Save the Children.

Staff is assigned duty locations before and after school to ensure that students ingress and egress around the campus. During recess and lunch, students are supervised during eating and recess or free play time. Gates are locked and unlocked at regular intervals to permit visitors to enter the office and check in. All visitors are given a pass to indicate they have permission to be on campus. All volunteers are screened and fingerprinted annually through the district office. The district provides the school site with lists of cleared volunteers.

Planned improvements include securing our front entrances and installing additional security cameras.

Vista San Gabriel Elementary School has been inspected by the L.A. County's Williams Case Inspectors since 2003. The facility inspector from LACOE in 2018 found the school to be well-maintained. Each visit includes an inspection of 8 restrooms and 19 classrooms. The most current visit was February of 2020. The school was found to have an overall rating of "Good" and a percentage of 96.73% The portables and main building are regularly maintained, inside and out and painted as needed. Carpeting and flooring are cleaned regularly and are replaced on a rotating basis. In the Summer of 2015 additional concrete was poured to continue to alleviate cracks in asphalt. That asphalt makes up around 2/3 of the existing playground. A new Kindergarten playground was added in the fall of 2016.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Classroom 116: improper usage of extension cords or extension trip hazard. Classroom 201 improper usage of extension cords or extension trip hazard. Classroom 202: Improper usage of extension cords or extension trip hazard.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Classroom 243 Scented Oil being heated.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 212 : Sink/Fountain is not working.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	27	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	15	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Vista San Gabriel Elementary School staff believe that forming strong School-Family partnerships is instrumental to student success. Parents are invited to attend School Site Council (SSC) meetings, English Learner Advisory Council (ELAC) meetings, and participate in Student Study Team meetings to provide suggestions, and express their feelings in regards to school programs and student learning. Due to the COVID 19 shutdown, all meetings have been offered on online and parents are invited on School Dojo. Participation and engagement by parents on Zoom has been better than previous years and parents like the convenience of online meetings. CAASPP and other test results are shared with families at those meetings. Other meetings are planned throughout the year. Spanish Translators are provided at all meetings. Family activities such as Virtual Back-to-School Night, Drive-Through Book Give Aways, Drive-Through Supply Give Aways, Harvest Fest, Winter Fest have been well attended. The staff is continuing to develop methods to improve family involvement. At Vista San Gabriel, we have a site-based Family and Community Engagement Committee that strives to strengthen School-Family Partnerships during Distance Learning and has coordinated all of our drive-throughs for our families.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	2.3	3.7	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.3%		2.5
Expulsions	0%		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Vista San Gabriel Elementary School has developed strategies and procedures to ensure a safe and orderly environment conducive to learning. All staff receive a Staff Handbook that includes the school policies and procedures. In addition, teachers are provided a red notebook that contains schedules and calendars. Each classroom wall has a safety procedure quick guide for emergency situations as well as a school-wide safety plan. These are distributed and reviewed at an annual in-service and reviewed during site Leadership meetings and Staff Meetings. The plan is designed to provide a framework for protecting students, staff, and school facilities as well as describing the responsibilities of all staff members for a wide variety of emergency and disaster situations that may occur. That safety plan has been prepared in compliance with legal requirements and has been reviewed and discussed by the School Site Council.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter for the immediate community. The primary purpose of this guide is to provide for the welfare and safety of the students during school hours. Government Code Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees can be declared "Disaster Service workers" and school districts have a responsibility to be as prepared as possible to meet emergencies.

Vista San Gabriel Elementary School has also developed and annually reviewed the Safe School Action Plan. The plan was last reviewed 12/5/2020 by the School Site Council.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	3	5		24	1	6		20	4	12	
1	26		5		22	1	4		24	2	10	
2	23		6		26		5		24	2	8	
3	23		5		24		6		22	2	10	
4	24	1	5		26	1	4		19	4	8	
Other**	10	1							27		2	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	691

*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.

Student Support Services Staff (School Year 2019-2020)

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)	

Title	Number of FTE* Assigned to School
Other	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6765.43	390.37	6375.06	\$77966.00
District	N/A	N/A	3231.45	\$77,696
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2019-2020)

The instructional program expenditures at Vista San Gabriel Elementary School cover Instructional Assistants, two Intervention teachers, causal employee salaries, and extra duty pay. Textbooks, instructional supplies, library books, and the purchase of instructional equipment fall into the category of instructional program expenditures. Staff development and consultants contribute to the instructional program and are covered with these funds. RISE, After School Programs, Summer School, and Extended Learning Opportunities and supplemental services are also available.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,297	\$50,574
Mid-Range Teacher Salary	\$75,949	\$76,649
Highest Teacher Salary	\$96,875	\$98,993
Average Principal Salary (Elementary)	\$118,649	\$125,150
Average Principal Salary (Middle)	\$120,649	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$159,800	\$193,925
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Because of the importance of Student Engagement, especially during Distance Learning, at Vista San Gabriel we focused on Social-Emotional Learning using the framework "Capturing Kids Hearts (CKH)." We based that decision on collaborative discussions with staff and the Professional Development was offered to all Teachers and Classified Staff. The P.D. was offered on two consecutive Saturdays online and was attended by all teachers and most staff. In our weekly staff meeting we are following up with CKH training and developing our Social Contract between the staff and then that Social Contract will be developed schoolwide with students. Administration and the School Counselor and Secretary will provide support, individual mentoring, and online meetings to improve implementation. CKH is a sustainable framework that dovetails with our schoolwide PBIS matrix and committee work. We are excited about the effect CKH will have on our staff and students.

District P.D. was postponed because of Distance Learning. .