



Gault Elementary School

1320 Seabright Ave. • Santa Cruz, CA 95062-2525 • (831) 429-3856 • Grades K-5
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2011-12 School Accountability Report Card Published During the 2012-13 School Year

Santa Cruz City Schools

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3856.

School Description

A Message from the Principal

Gault Elementary School provides a rigorous academic program for all of its 440 students. The staff, our academic programs, and beautiful facility are in place to respond to the educational needs of our diverse student body.

At Gault School, we take pride in integrating the visual arts into all core subjects. Our fully credentialed staff offers a rigorous academic curriculum that goes beyond the requirements of the California Content Standards.

Parents and community members are a vital part of our academic programs and are welcome at all levels of participation.

Focus for Improvement

We continue to focus on the academic achievement of our significant subgroups. Gault staff and parents agree that the areas of most concern are reading and mathematics for English Learners and low-income students. We are proud that our scores increased for these two groups during this year.

Our staff members continue to use student performance data to focus their teaching.

Opportunities for Parental Involvement

Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrator meets monthly 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 Language Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our PTA is involved in many aspects of our school, enhancing the programs for all of the students.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	74
Gr. 1	80
Gr. 2	81
Gr. 3	66
Gr. 4	72
Gr. 5	69
Total	442

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.5
Hispanic or Latino	67.6
Native Hawaiian/Pacific Islander	0
White	27.6
Two or More Races	1.4
Socioeconomically Disadvantaged	76.9
English Learners	61.1
Students with Disabilities	8.4

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	21	22	21.7	0	2	3	4	1	0	0	0	0
Gr. 1	19	21	21.8	3	3	3	1	0	2	0	0	0
Gr. 2	21	21.8	22.8	2.5	3	1	1	1	3	0	0	0
Gr. 3	20	22.3	18.7	1.5	2	3	2	1	0	0	0	0
Gr. 4	25	29.5	24	0	0	0	2	2	3	0	0	0
Gr. 5	25	28.5	22.7	0	0	1	2	2	2	0	0	0
Other			19.4			56			23			3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	4.56	2.16	0.0
Expulsions Rate	0.0	0	0.0
District	09-10	10-11	11-12
Suspensions Rate	3.74	1.86	1.47
Expulsions Rate	0.59	0.38	.08

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

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

Gault School is a very safe place for students to learn and play. Staff members supervise our campus during recess and lunch. Our strict discipline policies help prevent problems and guide our responses to difficult behavior. We use the Gault Agreements to help students solve issues with each other and treat others with respect. We revise our School Safety Plan yearly as we conduct our monthly drills.

School Facility Conditions and Planned Improvements (School Year 2012-13)

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

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/31/2012

The main building was built in 1928 and was remodeled recently. We have a courtyard, which we use for instruction and as a gathering place for students and parents. The life lab is a center in which many activities take place. We have a library, which is a gathering place for students at lunch and recess as well as a place where lessons are taught to every class on a weekly basis. Gault School offers the charm of a historic building filled with eager students.

School Facility Good Repair Status (School Year 2012-13)

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Electrical panel in Room 23 is blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Fire extinguishers are not being inspected. Boxes are stacked on top of tall cabinets in several classrooms
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Girls Restroom missing fiberglass ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	24	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area		0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	363
Without Full Credential	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The staff selected student engagement and school climate as the areas of focus for staff development. Teachers are continuing their training in Guided Language Acquisition Design, which provides effective strategies to promote academic achievement and cross-cultural skills among English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
Districtwide		
All Schools	100%	0
High-Poverty Schools	100	0
Low-Poverty Schools	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist	2.0
Other	0
Average Number of Students per Staff Member	
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.

Types of Services Funded (Fiscal Year 2011-12)

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

We use state and federal funds to provide many intervention services for our students with special needs. We also use these funds to train our staff in math and in effective teaching methods for English Learners.

Last year the PTA raised \$40,000 through various fund-raisers. These funds support our music and dance programs. We also received a grant from the state to fund our nutrition program and a grant to fund our afterschool program (ASES).

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,731	\$2,160	\$5,571	\$54,039
District	♦	♦	\$5,085	58,930
State	♦	♦	\$5,455	
Percent Difference: School Site/District			9.6	-8.3
Percent Difference: School Site/ State			2.1	

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,501	
Mid-Range Teacher Salary	56,337	
Highest Teacher Salary	75,569	
Average Principal Salary (ES)	92,330	
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary	155,000	
Percent of District Budget		
Teacher Salaries	34%	%
Administrative Salaries	3%	%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

Year and month in which data were collected: November 8, 2011

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading: A Legacy of Literacy - Houghton Mifflin
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Mathematics - Harcourt
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	FOSS Science Kits - Delta Education
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History & Social Studies (CA Edition) - Pearson Scott Foresman

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

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	39	44	45	58	60	62	52	54	56
Math	62	54	56	69	67	68	48	50	51
Science	60	37	61	74	71	72	54	57	60
H-SS							44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	62	68	72	
All Student at the School	45	56	61	
Male	37	55	69	
Female	53	56	55	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	30	42	42	
Native Hawaiian/Pacific Islander				
White	76	81	92	
Two or More Races				
Socioeconomically Disadvantaged	35	44	46	
English Learners	17	32	18	
Students with Disabilities	31	44		
Students Receiving Migrant Education Services	19	50		

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.3	12.1	19.7

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	24	-8	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	-32	4
Native Hawaiian/Pacific Islander			
White	20	22	4
Two or More Races			
Socioeconomically Disadvantaged	44	-20	-5
English Learners	30	-30	-7
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	3	4	3
Similar Schools	4	7	2

Federal Intervention Program (School Year 2012-13)

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

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	273	1,442	4,664,264
	API-G	765	833	788
Black or African American	Students	3	18	313,201
	API-G		866	710
American Indian or Alaska Native	Students	1	14	31,606
	API-G		808	742
Asian	Students	1	47	404,670
	API-G		952	905
Filipino	Students	2	9	124,824
	API-G			869
Hispanic or Latino	Students	181	543	2,425,230
	API-G	700	715	740
Native Hawaiian/Pacific Islander	Students	0	3	26,563
	API-G			775
White	Students	80	764	1,221,860
	API-G	900	905	853
Two or More Races	Students	4	43	88,428
	API-G		896	849
Socioeconomically Disadvantaged	Students	197	611	2,779,680
	API-G	715	729	737
English Learners	Students	163	437	1,530,297
	API-G	688	687	716
Students with Disabilities	Students	38	196	530,935
	API-G	611	704	607

Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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