



# Gault Elementary School

1320 Seabright Ave. • Santa Cruz, CA 95062-2525 • (831) 429-3856 • Grades K-5  
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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### **Santa Cruz City Schools**

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### District Governing Board

Sheila Coonerty  
Cynthia Hawthorne  
Patricia Threet  
Deborah Tracy-Proulx  
Steve Trujillo  
Claudia Vestal  
Ken Wagman

### District Administration

Gary S. Bloom  
**Superintendent**

Kris Munro  
**Assistant Superintendent  
Educational Services**

Robert Shemwell  
**Assistant Superintendent  
Business Services**

Karen Hendricks  
**Assistant Superintendent  
Human Resources**

### **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 2012-13 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/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (831) 429-3856.

### **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.	84
Gr. 1	68
Gr. 2	75
Gr. 3	79
Gr. 4	60
Gr. 5	72
<b>Total</b>	<b>438</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.2
Hispanic or Latino	66.4
Native Hawaiian/Pacific Islander	0.0
White	28.8
Two or More Races	1.8
Socioeconomically Disadvantaged	76.5
English Learners	56.2
Students with Disabilities	12.3

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	22	21.7	21	2	3	1	1	0	3	0	0	
Gr. 1	21	21.8	17	3	3	2	0	2	2	0	0	
Gr. 2	21.8	22.8	19	3	1	2	1	3	2	0	0	
Gr. 3	22.3	18.7	20	2	3	1	1	0	3	0	0	
Gr. 4	29.5	24	20	0	0	1	2	3	2	0	0	
Gr. 5	28.5	22.7	24	0	1	1	2	2	2	0	0	

\* 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			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	2.16	0.0	.9
Expulsions Rate	0	0.2	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	1.86	1.47	4.4
Expulsions Rate	0	.08	0.8

\* 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. All students know and understand our Gault Good to Great Agreements. We use the Gault Agreements to help students solve issues with each other and treat others with respect. We have been implementing PBIS (Positive Behavior Intervention Support) framework for the past two years. We revise our School Safety Plan yearly as we conduct our monthly drills.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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:** 10/01/2013

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 2013-14)

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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	Several diffusers are missing. Many light bulbs are out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Fire extinguishers are not being inspected. Boxes are stacked on top of tall cabinets in several classrooms.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	27	27	24
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	◆	◆	132
<b>Without Full Credential</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 has been working on improving writing for all students. We focused on the new common core standards as a framework for developing new district assessments which lead to new strategies and ideas to teach writing. We have also been focused on using the PLC model to guide the success of all students within a monthly goal set by each grade level.

### 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/](http://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
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	97.3	2.7
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	0
Nurse	0
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 2012-13)

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 our state and federal dollars on our Walk to Read Program (RTI). The dollars support a coordinator of the program along with several learning assistants that have received specialized training.

Last year the PTA raised \$40,000 through various fund-raisers. These funds support our recess coach program (modeled after Playworks). 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 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$7,731	\$2,160	\$5,571	\$54,039
<b>District</b>	♦	♦	\$5,085	
<b>State</b>	♦	♦	\$5,537	
<b>Percent Difference: School Site/District</b>			9.6	-8.3
<b>Percent Difference: School Site/ State</b>			0.6	

\* **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/](http://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/](http://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](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (ES)</b>		
<b>Average Principal Salary (MS)</b>		
<b>Average Principal Salary (HS)</b>		
<b>Superintendent Salary</b>		
Percent of District Budget		
<b>Teacher Salaries</b>		
<b>Administrative Salaries</b>		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

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 instruction 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:** December 5, 2013

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
<b>Reading/Language Arts</b> 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 Adopted 2001
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	EnVision - Pearson Adopted 2008  Investigations - Pearson Adopted 2008
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	FOSS Science Kits - Delta Education Adopted 2007
<b>History-Social Science</b> 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 Adopted 2006

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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	44	45	40	60	62	60	54	56	55
Math	54	56	48	67	68	67	49	50	50
Science	37	61	41	71	72	64	57	60	59
H-SS							48	49	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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	60	67	64	
All Student at the School	40	48	41	
Male	38	51	40	
Female	42	45	42	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	34	29	
Native Hawaiian/Pacific Islander				
White	73	75	67	
Two or More Races				
Socioeconomically Disadvantaged	29	38	35	
English Learners	9	23	17	
Students with Disabilities	22	30		
Students Receiving Migrant Education Services	8	25		

#### 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/](http://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	21.9	27.4	23.3

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-8	4	-24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-32	4	-30
Native Hawaiian/Pacific Islander			
White	22	4	-17
Two or More Races			
Socioeconomically Disadvantaged	-20	-5	-17
English Learners	-30	-7	-42
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	2010	2011	2012
Statewide	4	3	3
Similar Schools	7	2	2

### Federal Intervention Program (School Year 2013-14)

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](http://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		60.0

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	264	1,436	4,655,989
	API-G	741	825	790
Black or African American	Students	3	18	296,463
	API-G		899	708
American Indian or Alaska Native	Students	1	11	30,394
	API-G		864	743
Asian	Students	2	51	406,527
	API-G		946	906
Filipino	Students	1	13	121,054
	API-G		817	867
Hispanic or Latino	Students	175	544	2,438,951
	API-G	669	698	744
Native Hawaiian/Pacific Islander	Students	0	2	25,351
	API-G			774
White	Students	78	747	1,200,127
	API-G	884	901	853
Two or More Races	Students	4	48	125,025
	API-G		901	824
Socioeconomically Disadvantaged	Students	206	653	2,774,640
	API-G	697	720	743
English Learners	Students	155	421	1,482,316
	API-G	644	662	721
Students with Disabilities	Students	46	244	527,476
	API-G	586	681	615

### 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/](http://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	No	Yes
Met Graduation Rate (if applicable)	N/A	N/A