

Gault Elementary School

1320 Seabright Ave. • Santa Cruz, CA 95062-2525 • (831) 429-3856 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

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District Governing Board

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Jeremy Shonick
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District Administration

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Educational Services**

Jim Monreal
**Assistant Superintendent
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Molly Parks
**Assistant Superintendent
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School Description

Gault Elementary School is a caring community that fosters respect, values diverse cultures, languages, and promotes positive school climate through the use of PBIS. Through a meaningful and appropriate curriculum, we work to ensure that all students experience continuous growth in academic and social skills in order to become complex thinkers, collaborative learners, and clear communicators. We do this through excellence in teaching, parent and community partnership, and support from our school district. We are a diverse population: 70% Latino, 55% English Learner, and 72% Free and Reduced Lunch. We are a relatively small elementary school with approximately 415 students, 26 certificated teachers, an RTI coordinator, 23 classified support staff, full time principal, bilingual school counselor and bilingual community coordinator. We have several programs at Gault that provide students with lifelong learning skills, however it has been our work around climate and culture that has made a noticeable impact on student learning in class.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (831) 429-3856 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	63
Grade 1	66
Grade 2	75
Grade 3	69
Grade 4	64
Grade 5	78
Total Enrollment	415

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
Asian	0.7
Hispanic or Latino	68.7
White	27
Two or More Races	2.7
Socioeconomically Disadvantaged	75.4
English Learners	52.3
Students with Disabilities	13.3
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Gault Elementary School	13-14	14-15	15-16
With Full Credential	22	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	22
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Gault Elementary School	13-14	14-15	15-16
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	0.0
Districtwide		
All Schools	98.0	2.0
High-Poverty Schools	98.7	1.4
Low-Poverty Schools	96.0	4.0

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 Year and month in which data were collected: 9/21/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	EnVision - Pearson Aopted 2008 Investigations - Pearson Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS Science Kits - Delta Education Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Studies (CA Edition) - Pearson Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building was built in 1928 and went through extensive remodeling in 2005. We have a courtyard, which we use for instruction and as a gathering place for students and parents. The Life Lab garden and science lab is a center in which many lessons and 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. We also have an art and separate music room that provides focused space for the arts weekly four our students. Gault School offers the charm of a historic building filled with eager students. We passed our 2014 & Williams facility audit with a 92.02% "good" on the fit report and passed our safety audit.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/24/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Exposed electrical wires in one classroom.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	34	54	44
Math	23	46	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	41	46	38	64	66	66	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.40	27.10	32.90

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	38
Male	45
Female	32
Hispanic or Latino	18
White	78
Two or More Races	--
Socioeconomically Disadvantaged	8
English Learners	10
Students with Disabilities	24
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	70	94.6	43	24	14	19
	4	63	63	100.0	49	21	17	13
	5	78	74	94.9	34	27	30	9
Male	3		34	45.9	47	29	12	12
	4		34	54.0	47	18	21	15
	5		33	42.3	33	24	30	12
Female	3		36	48.6	39	19	17	25
	4		29	46.0	52	24	14	10
	5		41	52.6	34	29	29	7
Black or African American	3		1	1.4	--	--	--	--
	4		2	3.2	--	--	--	--
Asian	3		3	4.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		49	66.2	57	29	10	4
	4		44	69.8	61	20	14	5
	5		50	64.1	46	32	18	4
White	3		17	23.0	6	18	29	47
	4		16	25.4	13	25	31	31
	5		23	29.5	9	17	52	22
Two or More Races	4		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		49	66.2	57	27	10	6
	4		48	76.2	56	25	15	4
	5		55	70.5	44	29	22	5
English Learners	3		35	47.3	71	26	3	0
	4		31	49.2	84	13	3	0
	5		30	38.5	57	43	0	0
Students with Disabilities	3		8	10.8	--	--	--	--
	4		12	19.0	50	25	8	17
	5		12	15.4	75	8	17	0
Students Receiving Migrant Education Services	3		3	4.1	--	--	--	--
	4		4	6.3	--	--	--	--
	5		7	9.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	70	94.6	34	29	26	10
	4	63	63	100.0	54	30	14	2
	5	78	75	96.2	53	31	12	4
Male	3		34	45.9	32	32	29	6
	4		34	54.0	50	29	18	3
	5		34	43.6	47	29	15	9

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		36	48.6	36	25	22	14
	4		29	46.0	59	31	10	0
	5		41	52.6	59	32	10	0
Black or African American	3		1	1.4	--	--	--	--
	4		2	3.2	--	--	--	--
Asian	3		3	4.1	--	--	--	--
Hispanic or Latino	3		49	66.2	49	31	18	0
	4		44	69.8	68	23	7	2
	5		51	65.4	73	22	6	0
White	3		17	23.0	0	18	41	41
	4		16	25.4	19	50	31	0
	5		23	29.5	13	52	22	13
Two or More Races	4		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		49	66.2	45	29	22	2
	4		48	76.2	65	25	10	0
	5		56	71.8	70	21	9	0
English Learners	3		35	47.3	57	34	9	0
	4		31	49.2	84	13	3	0
	5		30	38.5	83	13	3	0
Students with Disabilities	3		8	10.8	--	--	--	--
	4		12	19.0	75	8	17	0
	5		12	15.4	92	8	0	0
Students Receiving Migrant Education Services	3		3	4.1	--	--	--	--
	4		4	6.3	--	--	--	--
	5		7	9.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrator 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 GPTO is involved in many aspects of our school, enhancing the programs for all of our students. Both ELAC and GPTO meet twice a month.

To become more involved, please call or visit the school office - (831) 429-3856

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety 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 implemented PBIS (Positive Behavior Intervention Support) framework for the past three years. Our school climate is inclusive of all students and promotes self confidence, and problem solving. We revise our School Safety Plan yearly as we conduct our monthly drills.

We have a comprehensive site safety plan. All staff are updated on the safety plan and understand their role in a variety of emergencies.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.21	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.32	0.16	0.41
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2015-2016
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	18	21		4	1	4		2			
1	21	21	22	1	1	1	2	2	2			
2	21	21	21	1	1	1	2	2	2			
3	23	19	21		3	3	4	1	1			
4	24	27	32				2	2	2			
5	28	27	26				3	3	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Professional Development provided for Teachers

Our professional development focus is on Common Core Mathematics. We focused on the new common core standards as a framework for developing new district assessments that lead to new strategies and ideas to teach math. Additionally, we are implementing technology into daily math lessons schoolwide. We have also been focused on using the Professional Learning Communities model to guide the success of all students within a monthly goal set by each grade level.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,360	\$1,762	\$5,598	\$63,397
District	◆	◆	\$5,132	
State	◆	◆	\$5,348	
Percent Difference: School Site/District			9.1	-8.3
Percent Difference: School Site/ State			4.7	

* Cells with ◆ do not require data.

Types of Services Funded

We use our state and federal dollars on our Walk-to-Read Program (Rtl), our PBIS program, misc supplies, extra yard duties and professional development trainings for staff. The dollars support a coordinator of the program along with several learning assistants that have received specialized training. Last year the GPTO raised \$40,000 through various fundraisers. These funds support classroom projects, community events and some facility and garden improvements. We also received a grant from the state to fund our nutrition program and a grant to fund our afterschool program (ASES).