

# Gault Elementary School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Santa Cruz City Schools**

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### **District Governing Board**

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Patricia Threet

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### **District Administration**

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**Superintendent**

Dorothy Coito

**Assistant Superintendent**

**Educational Services**

Patrick Gaffney

**Assistant Superintendent**

**Business Services**

Molly Parks

**Assistant Superintendent**

**Human Resources**

### **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, 60% English Learner, and 71% Free and Reduced Lunch. We are a relatively small elementary school with approximately 340 students, 23 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 the classroom.

## 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 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	73
Grade 1	46
Grade 2	75
Grade 3	57
Grade 4	61
Grade 5	63
<b>Total Enrollment</b>	<b>375</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.3
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.0
White	30.1
Socioeconomically Disadvantaged	70.9
English Learners	46.9
Students with Disabilities	15.7
Foster Youth	1.1

## 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			
Gault Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	22	25	19
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Santa Cruz City Schools	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	314
<b>Without Full Credential</b>	♦	♦	8
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Gault Elementary School	16-17	17-18	18-19
<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

\* 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 Instructional Materials (School Year 2018-19)

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: December 15,2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001  Grades 1,2 Piloting Benchmark Text program  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Eureka Math Common Core TK-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	FOSS Science Kits - Delta Education Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History & Social Studies (CA Edition) - Pearson Scott Foresman Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### 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 for our students. Gault School offers the charm of a historic building filled with eager students. We passed our 2018 Williams facility audit with a 99% "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: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 17: SINK DRAINS SLOWLY
<b>Interior:</b> Interior Surfaces	Fair	PHYSIOLOGIST OFFICE: WHITE SHELF NEEDS TO BE ANCHORED BEHIND THE DOOR CKC: [NO COMMENTS] RM 14: BOOKSHELF ON COUNTER TOP NEEDS TO BE ANCHORED RM 17: WOODEN BOOKSHELF NEEDS TO BE ANCHORED RM 18: BROWN BOOKSHELF NEEDS TO BE ANCHORED RM 23: WHITE BOOKSHELF BY ENTRANCE NEEDS TO BE ANCHORED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	RM 16: CLUTTER ON TOP OF WHEELED CABINET
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CKC: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 14: FIRE EXTINGUISHER NEEDS TO BE SIGNED
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	29.0	25.0	53.0	50.0	48.0	50.0
<b>Math</b>	24.0	18.0	45.0	42.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	14.8	13.1	9.8

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	170	97.14	25.29
Male	87	84	96.55	23.81
Female	88	86	97.73	26.74
Filipino	--	--	--	--
Hispanic or Latino	110	107	97.27	11.21
White	52	51	98.08	50.98
Two or More Races	12	11	91.67	45.45
Socioeconomically Disadvantaged	123	121	98.37	11.57
English Learners	92	89	96.74	10.11
Students with Disabilities	39	37	94.87	2.70
Students Receiving Migrant Education Services	17	17	100.00	5.88
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	173	98.86	17.92
Male	87	85	97.7	20
Female	88	88	100	15.91
Filipino	--	--	--	--
Hispanic or Latino	110	110	100	6.36
White	52	51	98.08	39.22
Two or More Races	12	11	91.67	36.36
Socioeconomically Disadvantaged	123	122	99.19	8.2
English Learners	92	92	100	4.35
Students with Disabilities	39	37	94.87	2.7
Students Receiving Migrant Education Services	17	17	100	5.88
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

## 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 2018-19)

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 School 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 including fundraising, volunteering and enhancing programs for all of our students. ELAC meets monthly and GPTO meets quarterly.

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 State priority: School Climate (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 posted to our website. All staff are updated on the safety plan and understand their role in a variety of emergencies.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.7	1.2
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.3	0.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

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	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.8
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	21	20		1	3	5	2	1			
1	22	21	20		1	2	1	2				
2	23	22	22				3	3	3			
3	21	21	22	2			2	3	3			
4	25	24	26				2	3	2			
5	26	31	24				3	2	3			

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

### Professional Development provided for Teachers

Our major area of focus is integrated ELD and applying language routines that promote academic conversation into all content areas, emphasizing math and science.

All teachers participate in bi-monthly PLC around Eureka math lessons and incorporating academic conversations into lessons

Additionally our site is participating a in a school wide GLAD training. All grade level teachers are GLAD trained and are participating in 3 Professional development days around GLAD planning and strategies. We are working with district coaches in ELD and Science to implement GLAD strategies in all classrooms at Gault to support student achievement in reading and writing nonfiction text with integrated ELD and SADIE strategies.

FY 2016-17 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/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 and a grant to fund our afterschool program (ASES).

### 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).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,173	\$1,538	\$6,635	\$74,856
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			8.6	-8.3
Percent Difference: School Site/ State			0.9	

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.