Gault Elementary School

1320 Seabright Ave. • Santa Cruz, CA 95062-2525 • (831) 429-3856 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

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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, 60% English Learner, and 71% Free and Reduced Lunch. We are a relatively small elementary school with approximately 375 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 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 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	62
Grade 1	78
Grade 2	53
Grade 3	63
Grade 4	72
Grade 5	61
Total Enrollment	389

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.8
American Indian or Alaska Native	0
Asian	0.8
Filipino	0
Hispanic or Latino	64.5
Native Hawaiian or Pacific Islander	0
White	29.8
Two or More Races	3.1
Socioeconomically Disadvantaged	47.8
English Learners	47.8
Students with Disabilities	14.9
Foster Youth	1.3

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			
Gault Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	22	22	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		0
Santa Cruz City Schools	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	26
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Gault Elementary School	**15-16**	**16-17**	**17-18**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math Common Core TK-5 **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%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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 four our students. Gault School offers the charm of a historic building filled with eager students. We passed our 2017 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: 11/23/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			BOYS PORTABLE RESTROOM: VENT FAN NOT WORKING RM 17: HEATER IS NOT WORKING
Interior: Interior Surfaces			X	COMPUTER RM: ITEMS STACKED ON CABINET BY THE DOOR CONFERENCE 1 RM: WHITE SHELF BEHIND DOOR NEEDS TO BE ANCHORED DOWN LIBRARY: ITEMS STACKED ON CABINET AND ON CABINET ABOVE THE FOUNTAIN / STAINED CEILING TILES RM 10: HEAVY ITEMS STACKED ON SHELVES AND ABOVE FOUNTAIN / NEEDS ROOM SIGN / NO DOOR CLOSER RM 23: ITEMS STACKED ON METAL CABINET RM 7: ITEMS STACKED ON CUBBIES IN BACK / FIRE EXTINGUISHER TOO HIGH / DOOR LOCK IS BROKEN RM 8: BLUE BOOKSHELF NEEDS TO BE ANCHORED DOWN / NO DOOR CLOSER RM 9: ROOTER NEEDS TO BE HUNG / FIRE EXTINGUISHER NEEDS TO BE MOVED TO EXIT DOOR / NO DOOR CLOSER
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			MPR: FIXTURES NEED BULB COVERS RM 19: ELECTRICAL OUTLET IS NOT WORKING RM 21: 1 LIGHT BULB OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS RESTROOM: TOILET SPRAYS WATER WHEN IT IS FLUSHED GIRLS PORTABLE RESTROOM: TOILET IS CLOGGED
Safety: Fire Safety, Hazardous Materials	X			RM 7: ITEMS STACKED ON CUBBIES IN BACK / FIRE EXTINGUISHER TOO HIGH / DOOR LOCK IS BROKEN RM 9: ROOTER NEEDS TO BE HUNG / FIRE EXTINGUISHER NEEDS TO BE MOVED TO EXIT DOOR / NO DOOR CLOSER
Structural: Structural Damage, Roofs	X			RM 10: HEAVY ITEMS STACKED ON SHELVES AND ABOVE FOUNTAIN / NEEDS ROOM SIGN / NO DOOR CLOSER RM 11: ROOM SIGN NEEDS TO BE MOVED DOWN / NO DOOR CLOSER

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/23/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		LIBRARY: ITEMS STACKED ON CABINET AND ON CABINET ABOVE THE FOUNTAIN / STAINED CEILING TILES RM 10: HEAVY ITEMS STACKED ON SHELVES AND ABOVE FOUNTAIN / NEEDS ROOM SIGN / NO DOOR CLOSER RM 11: ROOM SIGN NEEDS TO BE MOVED DOWN / NO DOOR CLOSER RM 14: DOOR IS HARD TO OPEN RM 6: NO DOOR CLOSER RM 7: ITEMS STACKED ON CUBBIES IN BACK / FIRE EXTINGUISHER TOO HIGH / DOOR LOCK IS BROKEN RM 8: BLUE BOOKSHELF NEEDS TO BE ANCHORED DOWN / NO DOOR CLOSER RM 9: ROOTER NEEDS TO BE HUNG / FIRE EXTINGUISHER NEEDS TO BE MOVED TO EXIT DOOR / NO DOOR CLOSER
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	38	38	66	69	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	35	29	55	53	48	48
Math	24	24	48	45	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.9	25.4	15.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	64	63	98.4	38.1
Male	32	32	100.0	50.0
Female	32	31	96.9	25.8
Hispanic or Latino	44	43	97.7	23.3
White	16	16	100.0	75.0
Socioeconomically Disadvantaged	50	50	100.0	28.0
English Learners	29	28	96.6	17.9
Students with Disabilities	13	13	100.0	23.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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	198	193	97.47	29.02
Male	100	99	99	22.22
Female	98	94	95.92	36.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	131	126	96.18	15.08
White	56	56	100	55.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	93	94.9	16.13
English Learners	105	103	98.1	10.68
Students with Disabilities	41	40	97.56	10
Students Receiving Migrant Education Services	11	11	100	18.18
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 2016-17 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	198	193	97.47	24.35
Male	100	99	99	23.23
Female	98	94	95.92	25.53
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	131	126	96.18	12.7
White	56	56	100	53.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	93	94.9	12.9
English Learners	105	103	98.1	11.65
Students with Disabilities	41	40	97.56	10
Students Receiving Migrant Education Services	11	11	100	18.18
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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 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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.7	0.7
Expulsions Rate	0.0	0.2	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.4	0.6	0.3
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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

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	1.4
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+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	21	23	21	1		1	2	5	2			
1	22	22	21	1		1	2	1	2			
2	21	23	22	1			2	3	3			
3	21	21	21	3	2		1	2	3			
4	32	25	24				2	2	3			
5	26	26	31				3	3	2			

* 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 to Improve student achievement in Math number sense, in order to prepare students for Algebra with the implementation of the Eureka Math Curriculum to be taught with fidelity.
Action Steps:

All Teachers are continuing their professional development in Eureka math and Common Core Math Standards
Evidence of implementation includes PLCs are referencing Eureka use in their notes. Pre/post assessments from Eureka as will be used as grade level student data.
Teachers released half day every 6 weeks to develop common lesson planning and pacing, common assessments (monthly, pre/post) and instructional routines. Teachers will develop anchor dates for the amount of lessons and curriculum to cover before their next release day. Teachers will identify major and supporting clusters, and/or essential standards, to teach.

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 2015-16 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 2015-16 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	♦	♦	$6,574	
Percent Difference: School Site/District			8.6	-8.3
Percent Difference: School Site/ State			0.9	

*   Cells with ♦ do not require data.

Types of Services Funded
We use our state and federal dollars on our Walk-to-Read Program (RtI), 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 http://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.