

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

Gazelle Elementary School

Address: 25305 Gazelle Callahan Rd. Gazelle CA 96034 Phone (530)435-2321
Principal: Mary Ingram Grade Span: K-8

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.

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.

About This School

District Contact Information (School Year 2017–18)

District Name	Gazelle Union Elementary School
Phone Number	(530)435-2321
Superintendent	Mary Ingram
E-mail Address	mingram@gazelle.k12.ca.us
Web Site	http://gazelleuesd.cyberschool.com/

School Contact Information (School Year 2017–18)

School Name	Gazelle Elementary School
Street	25305 Gazelle Callahan Road
City, State, Zip	Gazelle, CA 96034
Phone Number	(530)435-2321
Principal	Mary Ingram
E-mail Address	mingram@gazelle.k12.ca.us
Web Site	http://gazelleuesd.cyberschool.com/
County-District-School (CDS) Code	47-70318-6050769

School Description and Mission Statement (School Year 2017–18)

School Profile

Gazelle Elementary School is located in Gazelle, a rural community in Siskiyou County, California. Gazelle School has an enrollment of approximately 30 students in grades K-8th grade.

Gazelle Elementary School feeds into the Yreka High School and Weed High School. Historically, Gazelle was a farming community, a rail station, and had a meat packing plant and mercantile which served a vast area. Today, the community is comprised of ranches, a post office, and the school. 75% of our students are inter-district transfers from the surrounding areas.

Mission Statement

Gazelle Elementary School, the school with a small school atmosphere, a strong academic, high tech, team oriented focus for every student.

Vision Statement

We believe each student can learn, has individual creativity, and holds great potential. We strive to provide students with a safe, supportive learning environment which provides opportunities for intellectual, social and personal growth.

Student Achievement

Gazelle School uses a variety of methods to assess student achievement. This “multiple measures” approach includes: results from standardized testing, classroom assessments, pre and post writing samples, portfolio projects, art performances, oral presentations and other teacher developed tests.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	4
Grade 1	2
Grade 2	3
Grade 3	2
Grade 4	4
Grade 5	3
Grade 6	2
Grade 7	5
Grade 8	5
Ungraded Elementary	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary	
Total Enrollment	30

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	7.5
Asian	0
Filipino	0
Hispanic or Latino	10.0
Native Hawaiian or Pacific Islander	0
White	65.0
Two or More Races	10.0
Socioeconomically Disadvantaged	75.6
English Learners	0
Students with Disabilities	13.3
Foster Youth	0

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

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	2	1	2	2
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2017–18)

Year and month in which the data were collected: 01/2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Yes	Yes	0
Mathematics	Yes	Yes	0
Science	Yes	Yes	0
History-Social Science	Yes	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

The school, in general, and the classrooms are kept clean and in good repair. The bathroom facilities are kept clean and are in good repair. The outside of the school is also kept clean, neat, mowed and safe. The school as a whole is conducive to a positive climate for learning.

School Facility Good Repair Status

Year and month of the most recent FIT report: 9/2017

System Inspected	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			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			

Overall Facility Rate

Year and month of the most recent FIT report: 9/2017

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. 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	14	7	14	7	48	
Mathematics (grades 3-8 and 11)	19	7	19	7	36	

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345678	--	--	--

Male	3				
	4				
	5	--	--	--	--
	6				
	7				
	8				
	3				
	4				
Female	5	--	--	--	--
	6				
	7				
	8				
	3				
	8	--	--	--	--
	6				
	7		--	--	--
American Indian or Alaska Native	8	--			
	4				
	6	--	--	--	--
Hispanic or Latino	3				
	4				
White	5	--	--	--	--
	7				
	8				
	4	--	--	--	--
Two or More Races	3				
	4	--	--	--	--
Socioeconomically Disadvantaged	3				
	4				
	5	--	--	--	--
	6				
	7				
	8				
Students with Disabilities	3				
	4	--	--	--	--
	8				

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	3	--		
	4	--		
	5	--	--	--
	6	--		
	7	--		
	8	--		
Male	3	--		
	4	--		
	5	--	--	--
	6	--	--	--
	7	--		
	8	--		
Female	3	--		
	4	--		
	5	--	--	--
	7	--		
	8	--		
	Black or African American	3	--	
4		--	--	--
8		--		
American Indian or Alaska Native	6	--		
	7	--	--	--
	8	--		
Hispanic or Latino	4	--	--	--
	6	--		
White	3	--		
	4	--		
	5	--	--	--
	7	--		
	8	--		
	Two or More Races	4		--
Socioeconomically Disadvantaged	3	--		
	4	--		
	5	--	--	--
	6	--		
	7	--		
	8	--		
Students with Disabilities	3	--		
	4	--	--	--
	8	--		

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	--	10	--	10	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.

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

California Physical Fitness Test Results (School Year 2016–17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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.

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)

Gazelle Elementary School has a diverse School Site Council (SIP). Its function is to make recommendations for the spending of school-based consolidated program expenditures, and to do actual planning o enrichment programs.

Parents of Gazelle Elementary School students actively raise money to place in the sports fund account. This money is used for the purchase of sports uniforms and to cover tournament entry fees. Fundraising events have included a barbecue, dessert social, and an enchilada dinner.

The rural nature of our small community provides for a unique relationship between the Gazelle Grange and the school. The school uses the Grange facility on an annual basis for its competitive athletic program, Christmas Program and graduation.

Because of the close proximity to College of the Siskiyous the school is able to take advantage of many of the cultural and educational opportunities.

Parents are always encouraged and welcomed to volunteer and spend time in the classroom.

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

Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0.0	2.1	1.5	0.0	2.1	1.5	3.8	3.7	
Expulsions	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017–18)

Safety Plan (approved 3/7/16) – Emergency Response Plan (approved 3/7/16) – Consumer Confidence Report

Locks on the classrooms and cafeteria doors have been up-dated in order to help in a lock-down situation as requested by our Safety Committee. Regarding other emergency needs as specified in Ed. Code Section 17592.72 (c)(1) we have no gas leaks, heating is functioning, and lots of ventilation. Our school does not use a fire sprinkler system. We do have portable air conditioners in each classroom. There is no risk of electrical power failure that cannot be fixed in a short time by the power company and the sewer is in good working order. We have no major pest or vermin infestations at Gazelle School. All windows are kept in good repair and all exterior doors are locked. There is no hazardous materials that pose any threat to any pupil or staff member and the buildings are all kept in good repair. We have monthly fire drills that all the students take part in.

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.

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		1		22		1		15	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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 rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$446,515	\$1,297	\$10,471	\$36,978
District	N/A	N/A		\$39,693
Percent Difference – School Site and District	N/A	N/A		-6.8
State	N/A	N/A		\$60,985
Percent Difference – School Site and State	N/A	N/A		-39%

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

Types of Services Funded (Fiscal Year 2016–17)

In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

SIP, (School Improvement program)

EIA, (Economic Impact Aid)

TUPE, (Tobacco Use Prevention Education)

Title II, Part A, Teacher Quality

Title IV, Safe and Drug Free Schools and Communities

Title VI, Part B, Small/Rural Grant

Title VII, Class Size reduction

Title II, Part D, Enhancing Education with Technology

School Safety

Title V, Part A, Innovation

RSP Aide Reimbursement

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,693	\$41,085
Mid-Range Teacher Salary	\$43,438	\$59,415
Highest Teacher Salary	\$45,938	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$88,800.	\$116,069

Percent of Budget for Teacher Salaries	16%	33%
Percent of Budget for Administrative Salaries	8%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Teacher, Aides, and Principal take part in Professional Development opportunities. A Staff Development Plan is in place. Opportunities for Reading, Math, Technology and Behavior management are on the schedule which is updated regularly.

Professional development is an intentional process that gives teachers the ability to analyze the effectiveness of what they do, reflected in current practices while making adaptations when things are not going well in the classroom. Teachers will continue to learn and improve, just as students do. Staff members build teaching skills by participating in conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. Training has included:

Common Core State Standards

Writing

Improving student achievement