

Gazelle Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

Contact Information (School Year 2018-19)

School Contact Information	
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/
CDS Code	47-70318-6050769

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

School Description and Mission Statement (School Year 2018-19)

School Profile

Gazelle Elementary School is located in Gazelle, a rural community in Siskiyou County, California. Gazelle is between the communities of Grenada and Weed on Old Highway 99. Gazelle School has an enrollment of approximately 35 students in grades K - 8th.

Gazelle Elementary School feeds into the Yreka High School and Weed High School. Historically, Gazelle was a agriculture community, a rail station, and had a meat packing plant and mercantile which served a vast area. Today, the community is still an agriculture community, a post office, and the school. About 80% 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 and music performances, oral presentations and other teacher developed tests.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	5
Grade 1	3
Grade 2	6
Grade 3	3
Grade 4	2
Grade 5	6
Grade 6	4
Grade 7	2
Grade 8	2
Total Enrollment	33

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.0
American Indian or Alaska Native	17.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	10.0
Native Hawaiian or Pacific Islander	0.0
White	56.0
Two or More Races	10.0
Socioeconomically Disadvantaged	79.2
English Learners	0.0
Students with Disabilities	3.8
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	1	2	2	2
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 08/2018

Gazelle school sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as to provide students with their own textbooks. We follow the State Instructional Materials Adoption Cycle, a seven-year cycle for each content area. All students have a text or workbook they can take home as needed in the four core areas.

- Reading/Language Arts
- Mathematics

- Science
- History/Social Science

The school's library has numerous educational and recreational books that are available for students to check out. The Siskiyou County Office of Education AV department has a large collection of video and audiotapes for classroom use as well as CD and Video Disks. Computers in the classroom are connected to the internet so students are able to access resources and information.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	Need to paint outside of school
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	5.0	18.0	5.0	18.0	48.0	50.0
Mathematics (grades 3-8 and 11)	10.0	0.0	10.0	0.0	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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	17	89.47	17.65
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	20.00
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	1	5.26	0
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	1	5.88	0
Students with Disabilities	--	--	--	--

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 Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents of Gazelle Elementary School students support fundraising events. In the past, this money has been used for the purchase of sports uniforms etc. Fundraising events have included a yearly barbecue, dessert social, and other dinners etc.

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, graduation, etc. The Grange has given student incentives for attendance and scholastic achievement.

Because of the close proximity to College of the Siskiyous the school is able to take advantage of many of the available cultural and educational opportunities. Students from Gazelle attend various theatrical performances, enroll available camps, attend summer activities.

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.1	1	0.0	2.1	1	0.0	3.7	3.7	3.5
Expulsions	0.0	1	0.0	0.0	1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety Plan (approved 3/16/2018) - Emergency Response Plan (approved 3/16/2018) - 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 (checked daily), heating is all functioning, and lots of ventilation. Our school does not use a fire sprinkler system. Each classroom has an air conditioner. 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 had no major pest or vermin infestations at Gazelle School. All windows are kept in good repair and all exterior doors are locked. We have monthly fire drills that all the students take part in. There is no hazardous materials that pose any threat to any pupil or staff member and the buildings are all kept in good repair.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				15	1							
Other	19	1						16	1			

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$459,605	\$2,625	\$7,185	\$36,978
District	N/A	N/A	\$7,185	
Percent Difference: School Site and District	N/A	N/A	0.0	-6.8
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	0.8	-52.4

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,693	\$44,375
Mid-Range Teacher Salary	\$41,775	\$65,926
Highest Teacher Salary	\$45,938	\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	14.0	32.0
Percent of Budget for Administrative Salaries	8.0	7.0

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

Professional Development (Most Recent Three Years)

Teachers, Aides, Principal/Superintendent, Administrative staff, and Cafeteria Director take part in Professional Development opportunities. 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.