

# Gazelle Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Gazelle Elementary School
<b>Street</b>	25305 Gazelle-Callahan Road
<b>City, State, Zip</b>	Gazelle, CA 96034
<b>Phone Number</b>	(530) 435-2321
<b>Principal</b>	Jami Thomas
<b>Email Address</b>	jthomas@gazelle.k12.ca.us
<b>Website</b>	<a href="http://gazelleuesd.cyberschool.com/">http://gazelleuesd.cyberschool.com/</a>
<b>County-District-School (CDS) Code</b>	47-70318-6050769

Entity	Contact Information
District Name	Gazelle Union Elementary School District
Phone Number	(530) 435-2321
Superintendent	Jami Thomas
Email Address	jthomas@gazelle.k12.ca.us
Website	<a href="http://gazelleuesd.cyberschool.com/">http://gazelleuesd.cyberschool.com/</a>

## School Description and Mission Statement (School Year 2019-20)

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### 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 an agriculture community, with a rail station, and had a meat packing plant and mercantile which served a vast area. Today, the community is still an agriculture community, with 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, oral presentations and other teacher developed tests.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	2
Grade 1	5
Grade 2	2
Grade 3	5
Grade 4	3
Grade 5	2
Grade 6	7
Grade 7	5
Grade 8	3
<b>Total Enrollment</b>	<b>34</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	8.8
Hispanic or Latino	14.7
White	70.6
Two or More Races	2.9
Socioeconomically Disadvantaged	100
Students with Disabilities	2.9
Homeless	2.9

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	0	0
Without Full Credential	0	0	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** 01/2020

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 Other 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

## 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

**Year and month of the most recent FIT report:** 1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Need to paint outside of school
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	18	59	18	59	50	50
<b>Mathematics (grades 3-8 and 11)</b>	0	23	0	23	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	22	95.65	4.35	59.09
Male	14	14	100.00	0.00	50.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	13	12	92.31	7.69	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	59.09
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	22	95.65	4.35	22.73
Male	14	14	100.00	0.00	21.43
Female	--	--	--	--	--
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	13	12	92.31	7.69	16.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	22.73
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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.

## 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 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		0.0	2.4		0.0	2.4	3.6	3.5	3.5
Expulsions		0.0	0.0		0.0	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

### Safety Plan - Emergency Response Plan - 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	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Other**	15				14				18			

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$459,605	\$2,625	\$7,185	\$36,978
District	N/A	N/A	\$7,185	\$44,475.00
Percent Difference - School Site and District	N/A	N/A	0.0	-6.8
State	N/A	N/A	\$7,506.64	\$64,941.00
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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,578	\$45,252
Mid-Range Teacher Salary	\$45,610	\$65,210
Highest Teacher Salary	\$48,235	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$64,527	\$124,686
Percent of Budget for Teacher Salaries	18%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	5

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.