

# Gazelle Union Elementary School District

25305 Gazelle-Callahan Road Gazelle, CA 96034 ▪ (530) 435-2321 ▪ <http://gazelleuesd.cyberschool.com/>



**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Gazelle Elementary School

Grades K-8  
CDS Code 47-70318-6050769

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## Principal's Message

Gazelle Elementary School is a small rural school located in Northern California's lovely Shasta Valley, 18 miles south from Yreka, nestled among agricultural lands with a beautiful view of Mt. Shasta. The school provides a small, family like environment for local students and an alternative for students living in neighboring school districts.

We are a K-8 school with an average daily attendance of 39 students. Since Gazelle School is small, we are able to provide a more personal educational program for our students. The school population is generally stable and economically lower-middle class. The economy in Gazelle is agriculture-based.

Gazelle Elementary School provides many unique opportunities for students, including small-group learning, a robust afterschool program and year-round sports. A major role of Gazelle Elementary School is to establish a caring, accepting school environment that helps build trust, foster the development of positive social skills, and enhance each student's ability to make wise and healthy decisions.

The Gazelle Elementary School program meets students' needs by focusing on common concerns that are not always addressed in the traditional school program. This further promotes a positive perception of the classroom and school. Students come to regard school as a place where they are understood, thus becoming more motivated to learn.

## Parental Involvement

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

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 and attend summer activities.

Parents are always encouraged and welcomed to volunteer and spend time in the classrooms. To find out how to become involved, please contact the school at (530) 435-2321.

## 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.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## School Mission Statement

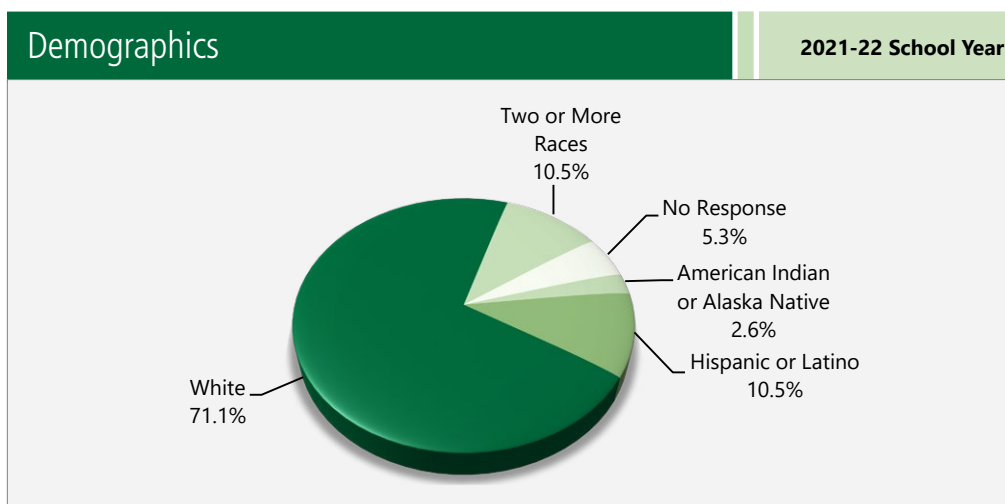
Gazelle Elementary School, the school with a small school, family atmosphere. We focus on individualized and small-group academics, with team-oriented approach for every student.

## School 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.

## Enrollment by Student Group

The total enrollment at the school was 38 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



## Enrollment by Student Group

### Demographics

#### 2021-22 School Year

Female	42.10%
Male	57.90%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	5.30%
Migrant	0.00%
Socioeconomically Disadvantaged	52.60%
Students with Disabilities	18.40%



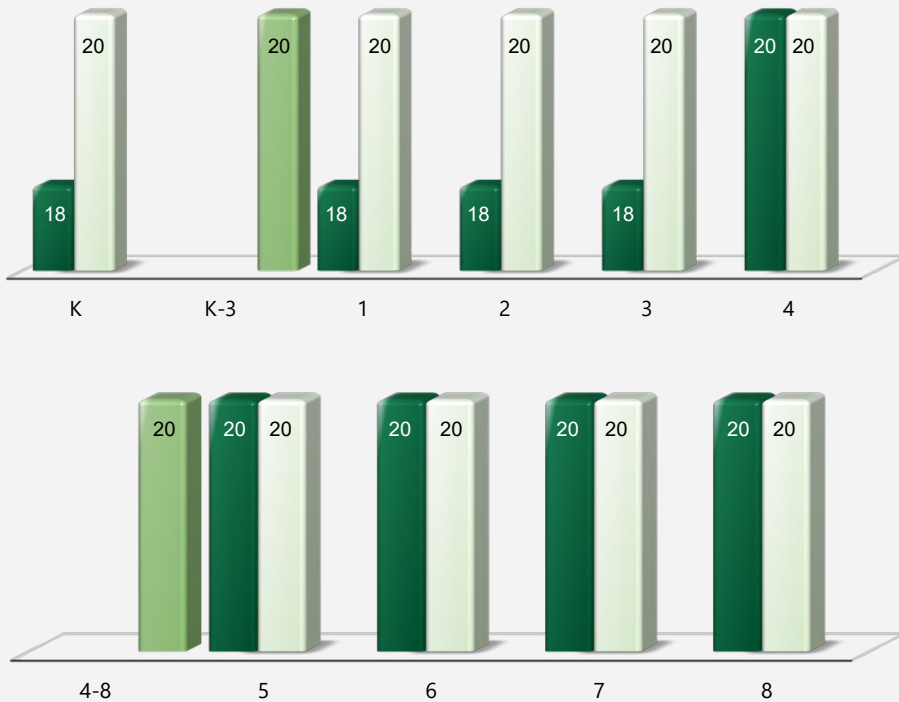
## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

### Average Class Size

#### Three-Year Data

■ 19-20 ■ 20-21 ■ 21-22



### Number of Classrooms by Size

#### Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1					
K-3							1		
1	1			1					
2	1			1					
3	1			1					
4	1			1					
4-8							1		
5	1			1					
6	1			1					
7	1			1					
8	1			1					

## School Profile

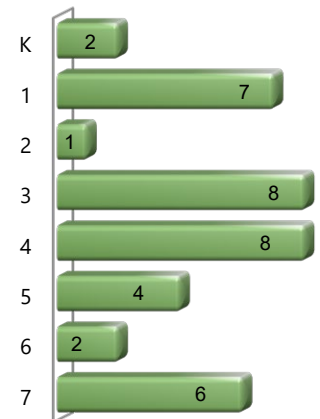
Gazelle Elementary School is located in Gazelle, a rural community in Siskiyou County, California. Gazelle is between the communities of Grenada and Weed on Old Highway 99. Gazelle School has an enrollment of approximately 40 students in grades K-8.

Gazelle Elementary School feeds into the Yreka High School and Weed High School. Historically, Gazelle was an agriculture community, with a rail station, a meat packing plant and mercantile that served a vast area. Today, the community is still an agriculture community, with a post office and school. About 60% of our students are interdistrict transfers from the surrounding areas.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

### 2021-22 Enrollment by Grade





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Gazelle ES		Gazelle Union ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	0.0%	0.0%	0.0%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Gazelle ES		Gazelle Union ESD		California
	19-20		19-20		19-20
<b>Suspension rates</b>	0.0%		0.0%		2.5%
<b>Expulsion rates</b>	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
<b>All Students</b>	0.0%	0.0%		
<b>Female</b>	0.0%	0.0%		
<b>Male</b>	0.0%	0.0%		
<b>Non-Binary</b>	0.0%	0.0%		
<b>American Indian or Alaska Native</b>	0.0%	0.0%		
<b>Asian</b>	0.0%	0.0%		
<b>Black or African American</b>	0.0%	0.0%		
<b>Filipino</b>	0.0%	0.0%		
<b>Hispanic or Latino</b>	0.0%	0.0%		
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%		
<b>Two or More Races</b>	0.0%	0.0%		
<b>White</b>	0.0%	0.0%		
<b>English Learners</b>	0.0%	0.0%		
<b>Foster Youth</b>	0.0%	0.0%		
<b>Homeless</b>	0.0%	0.0%		
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%		
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%		
<b>Students with Disabilities</b>	0.0%	0.0%		

## Professional Development

Teachers, aides, principal/superintendent, administrative staff and the 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.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
<b>2020-21</b>	2
<b>2021-22</b>	4
<b>2022-23</b>	2

## School Safety

Locks on the classrooms and cafeteria doors have been updated in order to help in a lockdown 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), all heating is functioning and lots of ventilation. 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 are no hazardous materials that pose any threat to any pupil or staff member and the buildings are all kept in good repair.

The school safety plan was last reviewed, updated and discussed with staff in February 2023.



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	42	40	18	45.00%
Female	17	17	10	58.80%
Male	25	23	8	34.80%
American Indian or Alaska Native	1	1	1	100.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	4	4	1	25.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	6	5	3	60.00%
White	29	28	13	46.40%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	2	2	2	100.00%
Socioeconomically Disadvantaged	24	22	13	59.10%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	8	8	5	62.50%

## Types of Services Funded

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:

- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title II, Part A, Teacher Quality
- Title II, Part D, Enhancing Education with Technology
- Title IV, Safe and Drug Free Schools and Communities
- Title V, Part A, Innovation
- Title VI, Part B, Small/Rural Grant
- Title VII, Class Size Reduction
- School Safety
- Resource specialist provider (RSP) aide reimbursement



## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.





## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Gazelle ES		Gazelle Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	❖	❖	❖	❖	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3–8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Gazelle ES		Gazelle Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	13%	*	13%	*	47%
Mathematics	*	21%	*	21%	*	33%

❖ 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.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

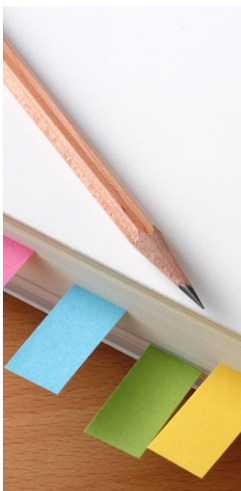




## CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	26	24	92.31%	7.69%	12.50%
Female	12	12	100.00%	0.00%	16.67%
Male	14	12	85.71%	14.29%	8.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	17	89.47%	10.53%	11.76%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	13	11	84.62%	15.38%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.



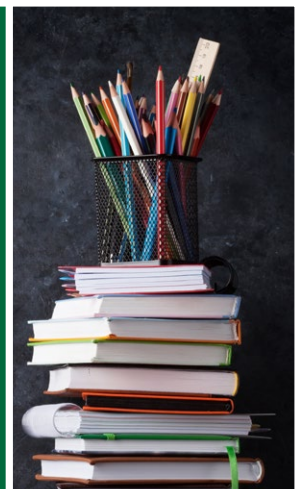
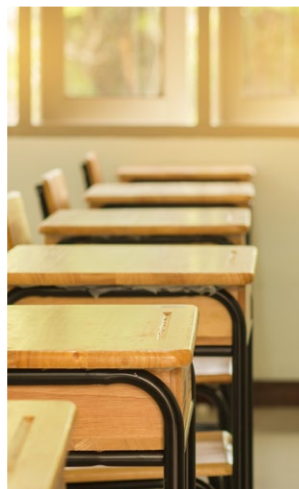




## CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	26	24	92.31%	7.69%	20.83%
Female	12	11	91.67%	8.33%	27.27%
Male	14	13	92.86%	7.14%	15.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	18	94.74%	5.26%	22.22%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	13	11	84.62%	15.38%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.





## Textbooks and Instructional Materials

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

Every student has a Chromebook with internet access so students are able to access resources and information.

### Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> , McGraw-Hill (K-5)	2015
Reading/language arts	StudySync (6-8)	2015
Mathematics	<i>Go Math!</i> (K-5)	2015
Mathematics	CPM (6-8)	2015
Science	<i>Twig</i>	2021
History/social science	Studies Weekly (K-8)	2015

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

### School Facility Good Repair Status

2022-23 School Year

Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Exemplary
<b>Date of the most recent school site inspection</b>	11/1/2022

## School Facilities

In the summer of 2021 the entire exterior of the school and out buildings were painted. In addition, a chlorination system was added to ensure clean drinking water. 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.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2022-23 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2022-23 School Year

<b>Data collection date</b>	9/12/2022
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## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.0	50.0%	1.0	50.0%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	50.0%	1.0	50.0%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	2.0	100.0%	2.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	**	**	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	**	**	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	**	**	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	**	**	**	**	**	**
<b>Unknown</b>	**	**	**	**	**	**
<b>Total Teaching Positions</b>	**	**	**	**	**	**

\*\* Data not available from the state at this time.

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment	2020-21	2021-22	
Permits and Waivers	1.0	**	
Misassignments	0.0	**	
Vacant Positions	0.0	**	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.0</b>	<b>**</b>	

\*\* Data not available from the state at this time.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator	2020-21	2021-22	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**	
Local Assignment Options	0.0	**	
<b>Total Out-of-Field Teachers</b>	<b>0.0</b>	<b>**</b>	

\*\* Data not available from the state at this time.

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator	2020-21	2021-22	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	**	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	**	

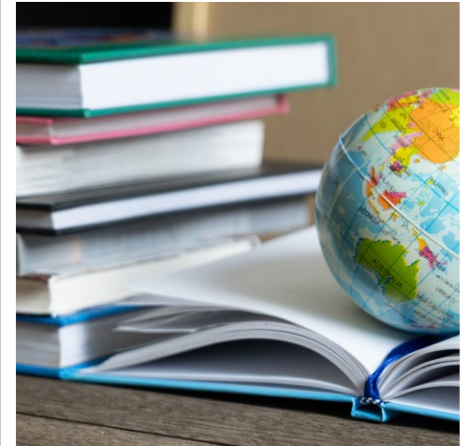
\*\* Data not available from the state at this time.

## Public 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	40:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.05
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.01
Social worker	0.00
Nurse	0.01
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.10





## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2020-21 Fiscal Year
	Gazelle Union ESD	Similar Sized District
Beginning teacher salary	\$41,581	\$46,844
Midrange teacher salary	\$47,919	\$73,398
Highest teacher salary	\$50,677	\$93,345
Average elementary school principal salary	✳	\$116,457
Superintendent salary	✳	\$136,296
Teacher salaries: percentage of budget	16%	30%
Administrative salaries: percentage of budget	3%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Gazelle ES	\$15,096	\$36,345
Gazelle Union ESD	\$15,096	\$36,345
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+128.9%	-50.9%

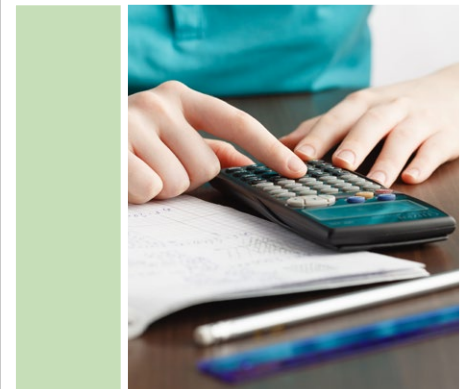
✳ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$18,228
Expenditures per pupil from restricted sources	\$3,132
Expenditures per pupil from unrestricted sources	\$15,096
Annual average teacher salary	\$36,345



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

## School Accountability Report Card

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