

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Gazelle Elementary School

Grades K-8
CDS Code 47-70318-6050769

Jami Thomas
Superintendent/Principal
jthomas@gazelle.k12.ca.us

25305 Gazelle-Callahan Road
Gazelle, CA 96034
(530) 435-2321

<http://gazelleuesd.cyberschool.com/>

Gazelle Union Elementary School District

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



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 kindergarten through eighth grade 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, they become 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

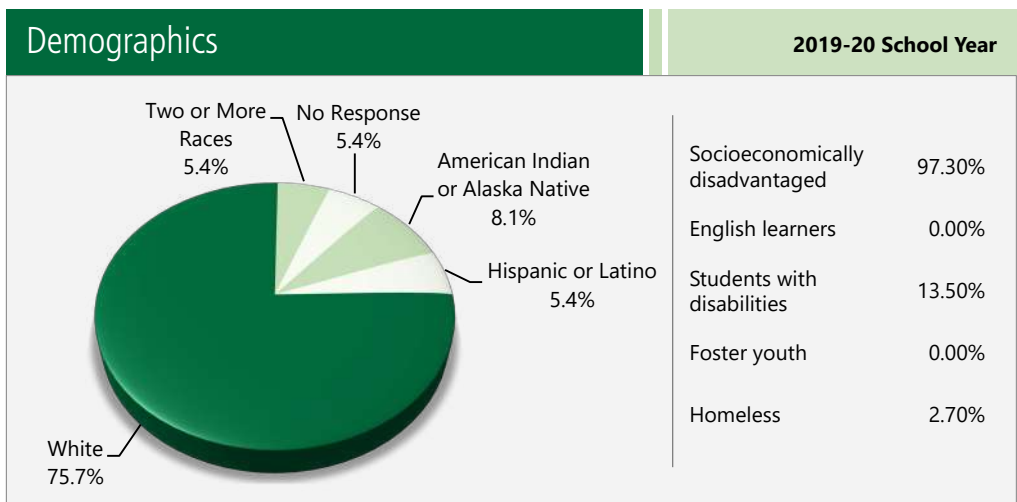
Gazelle Elementary School, the school with a small school, family atmosphere. We focus on individualized and small-group academics, with team-oriented approach for every student.

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 37 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



School Profile

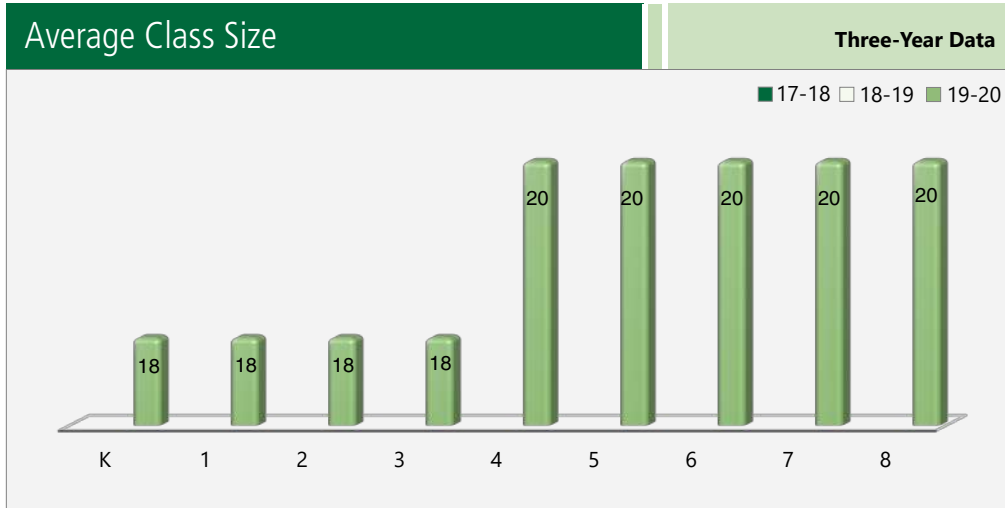
Gazelle Elementary School is located in Gazelle, a rural community in Siskiyou County, California. Gazelle is between the communities of Grenada and Weed on Old Highway 99. Gazelle School has an enrollment of approximately 35 students in grades K-8.

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 that served a vast area. Today, the community is still an agriculture community, with a post office and school. About 80% of our students are interdistrict transfers from the surrounding areas.



Class Size Distribution

The bar graph displays 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.



Number of Classrooms by Size

Three-Year Data

Grade	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	▲	▲	▲	▲	▲	▲	1		
1	▲	▲	▲	▲	▲	▲	1		
2	▲	▲	▲	▲	▲	▲	1		
3	▲	▲	▲	▲	▲	▲	1		
4	▲	▲	▲	▲	▲	▲	1		
5	▲	▲	▲	▲	▲	▲	1		
6	▲	▲	▲	▲	▲	▲	1		
7	▲	▲	▲	▲	▲	▲	1		
8	▲	▲	▲	▲	▲	▲	1		



School Safety

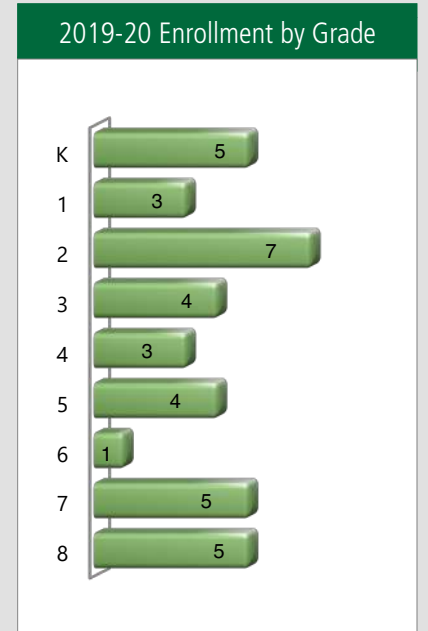
Locks on the classrooms and cafeteria doors have been updated in order to help in a lockdown situation as requested by our Safety Committee. Regarding other emergency needs as specified in Ed. Code Section 17592.72 (c)(1), we have no gas leaks (checked daily), all heating is functioning and lots of ventilation. 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 March 2021.

▲ Class size data nota available for 2017-18 and 2018-19.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.



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.



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Gazelle ES		Gazelle Union ESD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	❖	◇	❖	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Gazelle ES		Gazelle Union ESD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	❖	◇	❖	◇	51%	◇
Mathematics	❖	◇	❖	◇	40%	◇

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2019-20 School Year	
Percentage of Students Meeting Fitness Standards		Gazelle ES	
		Grade 5	Grade 7
Four of six standards		◇	◇
Five of six standards		◇	◇
Six of six standards		◇	◇

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



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.

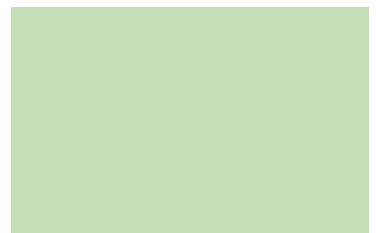
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

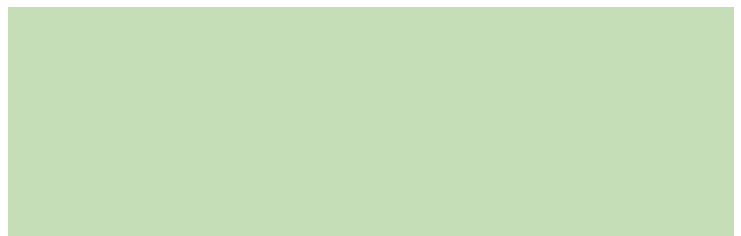




CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





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

The school's library has numerous educational and recreational books that are available for students to check out. Every student has a Chromebook with internet access so students are able to access resources and information.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	Wonders, McGraw-Hill (K-5)	2015
Reading/language arts	StudySync (6-8)	2015
Mathematics	Go Math! (K-5)	2015
Mathematics	CPM (6-8)	2015
Science	Inspire, McGraw-Hill	Pilot
History/social science	Studies Weekly (K-8)	2015

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		2020-21 School Year
Gazelle ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Quality of Textbooks

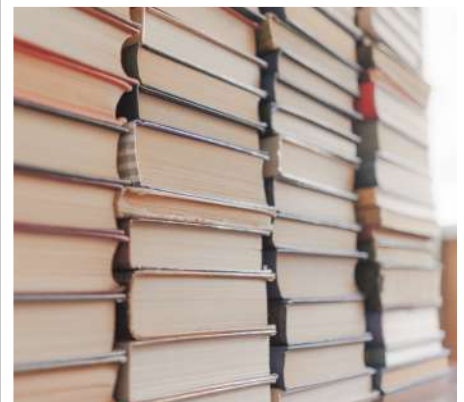
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	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	
2020-21 School Year	
Data collection date	8/10/2020





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.

School Facility Good Repair Status		2020-21 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	12/14/2020	
Date of the most recent completion of the inspection form	12/14/2020	

School Facilities

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.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions					Three-Year Data	
	Gazelle ES		Gazelle Union ESD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	0.0%	2.4%	0.0%	2.4%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
	Gazelle ES		Gazelle Union ESD		California	
	19-20		19-20		19-20	
Suspension rates	0.0%		0.0%		2.5%	
Expulsion rates	0.0%		0.0%		0.1%	

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 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
- Resource specialist provider (RSP) aide reimbursement



“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.”



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Gazelle Union ESD	Gazelle ES		
Teachers	20-21	18-19	19-20	20-21
With a full credential	1	2	0	1
Without a full credential	1	0	2	1
Teaching outside subject area of competence (with full credential)	0	0	0	0



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	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	39:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.10
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.10
Psychologist	0.10
Social worker	0.10
Nurse	0.10
Speech/language/hearing specialist	0.10
Resource specialist (nonteaching)	0.20

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Gazelle ES		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	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	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	0	5	2



Financial Data

The financial data displayed in this SARC is from the 2018-19 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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	2018-19 Fiscal Year	
	Gazelle Union ESD	Similar Sized District
Beginning teacher salary	\$40,567	\$46,965
Midrange teacher salary	\$46,750	\$67,638
Highest teacher salary	\$49,441	\$88,785
Average elementary school principal salary	⊕	\$112,524
Superintendent salary	\$47,113	\$128,853
Teacher salaries: percentage of budget	18%	30%
Administrative salaries: percentage of budget	7%	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Gazelle ES	\$12,749	\$46,129
Gazelle Union ESD	\$12,749	\$46,129
California	\$7,750	\$71,448
School and district: percentage difference	◆	◆
School and California: percentage difference	+64.5%	-35.4%

- ⊕ 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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$13,572
Expenditures per pupil from restricted sources	\$823
Expenditures per pupil from unrestricted sources	\$12,749
Annual average teacher salary	\$46,129



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.

School Accountability Report Card