

# La Gloria 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
School Name	La Gloria Elementary School
Street	220 Elko St.
City, State, Zip	Gonzales, CA 93926-0238
Phone Number	(831) 675-3663
Principal	Mark Demick
Email Address	mdemick@gonzales.k12.ca.us
Website	www.gonzalesusd.net
County-District-School (CDS) Code	27754736066955

Entity	Contact Information
District Name	Gonzales Unified School District
Phone Number	(831) 675-0100
Superintendent	Yvette Irving
Email Address	yirving@gonzales.k12.ca.us
Website	www.gonzalesusd.net

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

Vision: Together with families of diverse cultures we aim to provide opportunities for students to lead enriching lives and become positive, caring members of their families and communities.

Mission Statement:

To create a safe environment with high expectations so that all students can achieve their greatest potential, intellectually, socially, and emotionally.

School Profile

La Gloria Elementary School is located in the southern region of Gonzales and serves students in grades Transitional Kindergarten through fifth grade and follows a traditional calendar.

Currently, La Gloria Elementary School serves 976 students. All students receive a high quality, standards-based education that fosters academic success. Dedicated and highly qualified staff use a variety of research-based strategies and techniques to provide opportunities for students to acquire the skills and concepts to exceed state proficiency standards and experience success in the learning community. Staff training on integrating technology into the curriculum combined with an ongoing emphasis in reading, language arts, and math, supports the school's efforts to build a solid instructional foundation to meet the current learning needs of La Gloria Elementary's students.

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

Grade Level	Number of Students
Kindergarten	177
Grade 1	142
Grade 2	161
Grade 3	158
Grade 4	158
Total Enrollment	796

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Filipino	0.4
Hispanic or Latino	98.2
White	0.9
Two or More Races	0.3
Socioeconomically Disadvantaged	84.3
English Learners	59.8
Students with Disabilities	12.7
Foster Youth	0.4
Homeless	11.8

## 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	45	42	40	89
Without Full Credential	1	1	3	15
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	1	0
Vacant Teacher Positions	0	1	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: August 2019

All students have the materials required by the Williams Act.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades TK - 5: McGraw Hill Wonders ELA 2017	Yes	0%
<b>Mathematics</b>	Grades K-4: Houghton Mifflin CA Go Math 2015	Yes	0%
<b>Science</b>	Grades TK-3: McGraw Hill Wonders 2017 Grade 4: MacMillan McGraw Hill CA Science 2008 2019 Inspire 5th Grade Science	Yes	0%
<b>History-Social Science</b>	Grades K-3: McGraw Hill Wonders 2017; History/Social Science Curriculum Connections; Grades 3-4: MacMillan/McGraw Hill CA Vistas Series 2007 Grade 3 and 4: California Vista Series - Macmillan/McGraw Hill 2007	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Summary of FIT:

All areas of the school met the safe and clean criteria as outlined in the FIT.

### 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:** July 2019

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	
<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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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>	36	35	28	29	50	50
<b>Mathematics (grades 3-8 and 11)</b>	31	35	15	17	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
<b>All Students</b>	315	313	99.37	0.63	34.50
<b>Male</b>	166	165	99.40	0.60	31.52
<b>Female</b>	149	148	99.33	0.67	37.84
<b>Black or African American</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	310	308	99.35	0.65	34.09
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	285	284	99.65	0.35	32.39
English Learners	230	229	99.57	0.43	32.31
Students with Disabilities	61	61	100.00	0.00	6.56
Students Receiving Migrant Education Services	28	27	96.43	3.57	25.93
Foster Youth	--	--	--	--	--
Homeless	42	42	100.00	0.00	26.19

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	315	314	99.68	0.32	34.71
Male	166	166	100.00	0.00	36.75
Female	149	148	99.33	0.67	32.43
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	310	309	99.68	0.32	33.98
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	285	285	100.00	0.00	31.93
<b>English Learners</b>	230	230	100.00	0.00	32.17
<b>Students with Disabilities</b>	61	61	100.00	0.00	11.48
<b>Students Receiving Migrant Education Services</b>	28	28	100.00	0.00	21.43
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	42	42	100.00	0.00	30.95

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
<b>Science (grades 5, 8 and high school)</b>	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.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
<b>5</b>			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents may participate in their child's learning environment either by volunteering in the classroom, participating in a decisionmaking group, or attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, the school marquee, flyers, website ([www.gonzalesusd.net](http://www.gonzalesusd.net)), Facebook ([www.facebook.com/LaGloriaElementaryGonzalesCa](https://www.facebook.com/LaGloriaElementaryGonzalesCa)) and Coffee Klatch Meetings (monthly with the administration) as well as parent educational meetings. Contact the principal at (831) 675-3663 for more information on how to become involved in your child's education.

Opportunities to Volunteer include: Classrooms, School events, School Carnival Committees: School Site Council, English Learner Advisory Council, Migrant Parent Advisory Committee, Parent Teacher Community Association.

### 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	0.8	0.5	0.2	4.9	5.8	4.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

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

The La Gloria Elementary School Comprehensive School Site Safety Plan was developed in collaboration with Local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedure, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and the dress code policy. Staff training is provided in on-line and in-person venues. The school site safety plan is reviewed, and updated annually. All updates are brought forward to LGES leadership team and all staff through staff development meetings, and to the School Site Council and ELAC meetings on an annual basis. The Comprehensive Safety Plan is revised and updated every year prior to March 1 and was last approved by staff on 9/27/2019.



## 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	7		21	2	6		20	3	6	
1	22		7		20	1	7		23		6	
2	22		7		24		6		23		7	
3	23		7		22		6		25		5	
4	25	1	7		23	1	6		24	1	6	
Other**	8	1			12	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.

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

Title	Ratio
Academic Counselors*	796.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.33
Psychologist	1
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	3.7
Other	

\*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	\$8744	\$1761	\$6983	\$77538
District	N/A	N/A	\$9205	\$75870

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.5	2.2
<b>State</b>	N/A	N/A	\$7,506.64	\$72,949.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-7.2	6.1

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)

The supplemental funds available to La Gloria Elementary School include: Title I basic Grant Part A, Title I Migrant Part C, Title III Immigrant, and Title III Limited English Proficient. These funds support students by providing a Migrant Service Aide and Instructional Aides, after-school instruction, Summer School, intervention programs, and Professional Development to support teachers in meeting the needs of various learners within our school community.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,102	\$46,208
<b>Mid-Range Teacher Salary</b>	\$73,193	\$72,218
<b>Highest Teacher Salary</b>	\$104,682	\$92,742
<b>Average Principal Salary (Elementary)</b>	\$115,503	\$134,864
<b>Average Principal Salary (Middle)</b>	\$128,100	\$118,220
<b>Average Principal Salary (High)</b>	\$134,387	\$127,356
<b>Superintendent Salary</b>	\$185,807	\$186,823
<b>Percent of Budget for Teacher Salaries</b>	30%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4.5	4.5	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For each of the previous school years, the district has calendared 4.5 days of district professional development for all teachers. Additional days are scheduled as needed to meet various needs as determined by student assessment data, discipline and attendance data, Instructional Rounds (walk-through) data, safety needs, and surveys.

In the 2019-2020 we will continue our focus on SBAC testing analysis and high leverage strategies at each grade level, as well as, professional development associated with the Wonders ELA curriculum and Dream Box instruction. Math instruction will be focused on mathematical problem solving instruction and strategies. Continued refresher courses will focus on GLAD, collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, and PBIS training. Training will be primarily delivered within the district by local experts; however, outside consultant will be brought in to support all areas listed. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, PBIS discipline/behavior, and safety.

In the 2018-2019 school year, primary areas of focus will be on SBAC testing analysis and high leverage strategies. Math instruction will be focused on on-line tools (Go Math, Wonders, Dream Box and data analysis training). Continued refresher courses will focus on GLAD, collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, and PBIS training. Training will be primarily delivered within the district by local experts; however, outside consultant will be brought in to support all areas listed. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, discipline/behavior, and safety.

In the 2017 -2018 school year, primary areas of focus for staff development will be Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180/iRead Implementation training and coaching, Next Generation Science Standards (NGSS), Positive Behavioral Intervention and Supports Tier 2 Training (PBIS), 40 Developmental Assets Training, Safety Training for intruder on campus, . State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training will be primarily delivered within the district by local experts; however, an outside consultants will be brought in to support all areas listed. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, discipline/behavior, and safety.

In the 2016-17 school year, primary areas of focus for staff development were these: Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180 training and coaching, Next Generation English Language Development Standards (NGELD), Positive Behavioral Intervention and Supports Tier 1 Training (PBIS), and 40 Developmental Assets Training. State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training was primarily delivered within the district by local experts; however, an outside consultant was brought in for 40 Developmental Assets Training teachers and administration attended training sponsored by the County Office of Education

Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, and for discipline/behavior.

In the 2015-16 school year, primary areas of focus for staff development were these: Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), Gradual Release of Responsibility, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180 training and coaching, Next Generation English

Language Development Standards (NGELD), Systematic Instruction with Anita Archer, and 40 Developmental Assets Training. State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training was primarily delivered within the district by local experts; however, outside consultants were brought in for 40 Developmental Assets Training and Systematic Instruction Training. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, and for discipline/behavior.

In addition to these Professional Development focus areas, La Gloria Elementary School provides teachers two hours weekly for ongoing collaboration and professional development support within the contractual work day. This time is designated for grade level collaboration, including lesson planning, assessment development and data analysis; vertical team collaboration; and other professional development as deemed necessary through ongoing data analysis and teacher surveys.

Teachers at La Gloria Elementary School are provided ongoing coaching and support through an Academic Coach and a Bilingual/Migrant Resource Teacher. These specialists provide in class coaching and modeling, small group collaborative planning and peer observation, and assist with the facilitation of teacher collaborative meetings and data analysis.