

El Roble 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	El Roble Elementary School
Street	930 Third Street
City, State, Zip	Gilroy, CA 95020
Phone Number	(669) 205-4200
Principal	Scott Otteson
Email Address	scott.otteson@gilroyunified.org
Website	https://elroble.gilroyunified.org
County-District-School (CDS) Code	4369484-6047294

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

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

School Mission Statement

Aligned with the Gilroy Unified School District's mission, El Roble Elementary School will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. Our focus will be on students' needs and continuous improvement of high-quality teaching and learning.

School Vision Statement

El Roble Elementary School's vision is to empower parents, staff and the community to provide all students opportunities in reaching their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society, using and incorporating the principles of Character Counts! We will establish a positive learning environment, where students will learn to express themselves effectively, to think critically, and to understand and appreciate one another in their changing world. This, along with continuous improvement of quality teaching and learning, will be our focus.

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

Grade Level	Number of Students
Kindergarten	143
Grade 1	94
Grade 2	101
Grade 3	88
Grade 4	95
Grade 5	110
Total Enrollment	631

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	1.7
Filipino	2.5
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.2
White	20.9
Two or More Races	2.9
Socioeconomically Disadvantaged	58
English Learners	22.5
Students with Disabilities	16.8
Foster Youth	1.1
Homeless	1.6

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	29	27	26	467
Without Full Credential	1	1	1	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 19/4/2019

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state’s standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education’s list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held October 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced/Benchmark 2017 Treasures, Macmillan/McGraw-Hill (English language development) 2009 Tesoros de lectura, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion) 2009	Yes	0%
Mathematics	Go Math!, Harcourt 2016	Yes	0%
Science	California Science, Harcourt (K-5) 2007	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006 Reflections, Harcourt (4-5) 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

El Roble refurbished all permanent buildings in the summer of 2003, with new lighting, electrical upgrades, restroom renovations, new interior walls in four buildings, and new heating and air-conditioning units. There are 28 classrooms at El Roble, and all buildings are carpeted and fully alarmed. We have a multipurpose room that includes a cafeteria, library, computer lab and a conference room. We use an electronic checkout system for our library books. We have a library clerk who helps shelve and process books for five hours per week. We have 17 Chromebook carts in our 1-5 grade classrooms that enables those students to have computer access all day. Last year, we also had schoolwide Wi-Fi installed. We focus on improving students' language arts and math skills using various programs. Every classroom has at least one internet-connected computer, document camera and LCD projector. The school is among the oldest facilities in the district, but is well maintained by two custodians who clean on a daily basis using an ABC schedule. The morning custodian opens facilities in the early morning daily, and the night custodian closes facilities late at night.

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: 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	playground repairs- miracle will replace with new slide 2-20
Overall Rating	Exemplary	

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
English Language Arts/Literacy (grades 3-8 and 11)	34	39	49	50	50	50
Mathematics (grades 3-8 and 11)	32	36	42	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	296	98.34	1.66	38.85
Male	148	145	97.97	2.03	29.66
Female	153	151	98.69	1.31	47.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	205	98.56	1.44	28.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	64	64	100.00	0.00	62.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	201	197	98.01	1.99	25.38
English Learners	99	96	96.97	3.03	18.75
Students with Disabilities	69	67	97.10	2.90	13.43
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	298	99.00	1.00	35.57
Male	148	146	98.65	1.35	31.51
Female	153	152	99.35	0.65	39.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	206	99.04	0.96	25.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	64	64	100.00	0.00	57.81
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	201	199	99.00	1.00	23.12
English Learners	99	98	98.99	1.01	19.39
Students with Disabilities	69	67	97.10	2.90	13.43
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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
5	17.4	7.0	1.7

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 play an integral part in El Roble Elementary School's decision-making process. Parents make up half of our School Site Council (SSC) and have a voice in all decisions. Parents serve on various committees, including the ELAC (English Learner Advisory Committee), DELAC (District English Learner Advisory Committee), SPAC (Superintendent's Parent Advisory Council) and GPAC (GATE Parent Advisory Committee), which meet monthly. Parent volunteers help in the classroom, chaperone field trips, assist with special projects, volunteer in the library and model as contributing citizens as guest speakers. We are very fortunate to have an active and supportive El Roble Home and School Club. With the current leadership, community resources are being tapped and connections made with the city, business industry, military forces and national organizations. El Roble actively promotes communication and parent education through a newsletter that guides and informs parents about the Common Core State Standards, updates them on current and upcoming school events, and provides tips and strategies on supporting student learning. Our school website provides valuable information to parents and teachers. In addition, El Roble uses telephone and email communication to alert parents regarding important events. In addition to the above, opportunities for parents to learn how to help their students are scheduled on a regular basis. We have family reading nights, science nights, physical fitness nights and other events on topics of importance. The principal has an open-door policy, which encourages parents to give input, insight and ideas. At El Roble, parents feel valued and a part of the school community. For more information on how to become involved at the school, please contact Joaquina Soulia, Home and School Club president, at goofyquina@sbcglobal.net.

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	0.7	0.0	1.0	3.9	5.4	5.1	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 School Site Council and school staff reviews, updates and discusses the school safety plan annually. The plan was most recently reviewed, updated and discussed with the school faculty in December 2018. The plan meets the standards of Gilroy Unified School District and the State of California's School Safety Program. Emergency procedures are posted in all classrooms and are practiced regularly via district-scheduled drills. This includes procedures for fires, earthquakes, intruders and other emergency situations. Plans for improvements are incorporated after each drill. In addition to monthly safety drills, welldefined procedures for safety at El Roble are established. An added measure of safety and security was added during the 2009-10 school year, as fencing was constructed around the entire perimeter of the school. Gates are locked during the school day, and all visitors must check in at the office before entering any part of the school. If an adult is on campus without a visitor's pass, he or she is referred to the office to check in. To maintain a safe environment for all, the Six Pillars of Character derived from the Character Counts! program has been adopted. Students are trusted to respect school policies and regulations, take the responsibility for making good choices in their learning and behavior, be fair with their teachers and peers and care about their school as good citizens of El Roble. Progressive discipline is used where suspension and expulsion policies are exercised when necessary, as there is zero tolerance for violence, bullying or gang activity. El Roble also employs yard-duty supervisors who ensure the safety of our students. They monitor the campus before school, during school hours and after school. Teachers and staff members provide additional supervision in designated zones during recess breaks. El Roble's commitment to safety means every adult looks out for every student in all situations. The Gilroy Police Department has also provided an officer who visits the school to establish rapport with students and staff.

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	22	1	6		22	1	6		22	1	6	
1	23		4		24		4		22		4	
2	25		4		20	3	1		24		4	
3	30		3		24		4		28		3	
4	26	1	3		28	1	1	2	25	1	3	
5	27	1	4		25	1	3		28	1	1	2
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.0
Other	1.5

*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	\$7,431	\$1,915	\$5,516	\$94,291
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665
Percent Difference - School Site and State	N/A	N/A		

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)

El Roble receives funding from multiple sources and provides support in various areas. The El Roble Home and School Club raises money from various fundraisers, including walkathons, readathons, the Fall Festival, Holiday Fair, the Gilroy Garlic Festival, community events as well as the Scholastic Book Fair. These funds are distributed to purchase classroom supplies, provide buses for field trips, support student achievement awards, etc. Other funds provided by the state and federal governments, such as Title I, Site Discretionary, Local Control and Accountability Plan (LCAP), Gifted and Talented Education (GATE), School Library Improvement Grant (SLIG)) are used to pay for support personnel: library clerk, paraprofessionals and intervention teachers. In addition, these funds also contribute to providing professional staff development, enrichment programs for students, capital equipment, reading/language arts and mathematics intervention programs, materials and supplies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

As with all school sites, staff development is a major focus at El Roble. Opportunities for ongoing staff training throughout the school year are considered and facilitated by district staff, administrators and teachers. Training sessions support our district's goals for student achievement and teacher development. In addition, El Roble incorporates professional development within staff meetings, where our own staff and academic coaches facilitate the training. This year's training focused on Go Math, Benchmark Advance, SEAL, thematic planning, technology integration and Tech Academy.