

# Gerber Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### 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.

#### 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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Gerber Elementary School
Street	23014 Chard Ave.
City, State, Zip	Gerber, CA
Phone Number	530.385.1041
Principal	Jenny Montoya
Email Address	<a href="mailto:jmontoya@gerberschool.org">jmontoya@gerberschool.org</a>
School Website	<a href="http://www.gerberschool.org">www.gerberschool.org</a>
Grade Span	K-8
County-District-School (CDS) Code	52-71548-0000000

## 2025-26 District Contact Information

District Name	Gerber Union Elementary School
Phone Number	(530) 385-1041
Superintendent	Jenny Montoya
Email Address	<a href="mailto:jmontoya@gerberschool.org">jmontoya@gerberschool.org</a>
District Website	<a href="http://www.gerberschool.org">www.gerberschool.org</a>

## 2025-26 School Description and Mission Statement

The purpose of Gerber Elementary School is to engage in authentic family partnerships to create a culture where students feel a sense of belonging and are empowered to participate in our global community. Our vision statement is "Inspiring students to dream big..." and our motto is "Work Hard, Dream Big!".

It is our belief that knowledge is power. We are a proud member of the No Excuses University network that promotes college and career readiness and is built around six systems that lead to student success. The six systems are: creating a culture of universal achievement, collaboration, standards alignment, assessment, data management, and interventions. We portray powerful college symbolism in classrooms and around the school. Examples of this symbolism include: each classroom has

## 2025-26 School Description and Mission Statement

adopted a university to represent; university flags hang proudly in our classrooms and main hallway; some teachers have painted their university emblem on the outside of their classroom doors; and the staff and students wear NEU shirts on Mondays, college shirts on Wednesdays, and school colors on Fridays.

We have a strong sense of Gerber Pride on our campus. Our school culture centers on building student character and self-esteem, while setting high expectations for future success. To better serve the diverse needs of all learners, we are implementing a Multi-Tiered System of Supports (MTSS) schoolwide. This system allows us to focus on educating the whole child and blend services to support academics as well as behavior and social/emotional needs.

We have implemented the California Common Core State Standards (CCSS) at every grade level and will test our 3-8 grade students using the California Assessment of Student Performance and Progress (CAASPP) each spring. We consulted with district stakeholders to create our Local Control Accountability Plan (LCAP) and have made it a priority to align our programs with 21st Century Learning.

The school uses a variety of methods to evaluate the effectiveness of its overall program each year. Stakeholders are involved in the evaluation process through School Site Council (SSC) and the District English Language Acquisition Committee (DELAC). Results of this process are communicated to all segments of the school community in a variety of ways, including the School Accountability Report Card (SARC) and student report cards.

Gerber Union Elementary School serves approximately 400 students in grades TK-8. An inclusive state funded pre-school is located on campus which feeds into the Gerber School population. The Gerber School District was built in 1954 and is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. It is one of 14 small school districts within the county and is a feeder school for Red Bluff High School District.

The number of English learners (EL), limited or non-English speaking students, in the school has grown at a faster pace than the general population. Close to 40% of the overall student population are multilingual learners. Approximately 88% of the student body qualifies for either free or reduced priced lunches.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	26
Kindergarten	38
Grade 1	46
Grade 2	36
Grade 3	45
Grade 4	42
Grade 5	43
Grade 6	40
Grade 7	44
Grade 8	44
<b>Total Enrollment</b>	<b>400</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	1
Asian	0.3
Black or African American	1.5
Hispanic or Latino	78.5
Two or More Races	0.5
White	17.8
English Learners	34.8
Foster Youth	0.3
Homeless	4
Socioeconomically Disadvantaged	85
Students with Disabilities	19.5

### 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.

## 2021-22 Teacher Preparation and Placement

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>	17	94.44	17	94.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	5.56	1	5.56	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0	0	15831.9	5.67
<b>Total Teaching Positions</b>	18	100	18	100	279044.8	100

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

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>	13	76.47	13	76.47	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	5.88	1	5.88	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2	11.76	2	11.76	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1	5.88	1	5.88	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	17	100	17	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

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>	14	77.78	14	77.78	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2	11.11	2	11.11	6213.8	2.23
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	5.56	1	5.56	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1	5.56	1	5.56	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0	0	13705.8	4.91
<b>Total Teaching Positions</b>	18	100	18	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	2	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	2	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	1	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Language Arts:

Wonders ELA/ELD grades TK-5

Maravillas SLA grades K-5

Amplify in grades 6-8

### English Language Development (ELD):

English Language Development is embedded throughout all curricular areas. All teachers have their CLAD credential and we employ a full time ELD teacher. ELD is provided to students through core instruction; small group push-in/push-out; as well as integrated and targeted. Designated supports are provided for identified students.

### Math:

The school district has adopted My Math (Spanish and English), McGraw Hill in grades TK-5 and California Math, McMillan in grades 6-8.

### History/Social Science:

Scott Foresman is used in grades K-3, Harcourt Brace in grades 4-5, and National Geographic in grades 6-8.

### Science:

The District currently has adopted Macmillan for grades K-6 and Discovery for grades 7-8. CA Weekly Studies, Science Scope, Mystery Science and other supplementary materials are used in grades 1-8.

### Visual and Performing Arts:

During the 2018-2019 school year, the District received a VAPA grant that supported sending a team of teachers to a series of trainings, the purchase of VAPA materials for TK-8 grade students, as well as upgrade our sound system in our MPR. Currently, the district supports graphic and other media arts as integrated elements of our language arts and social science curriculum. In 2006-2007, Gerber School purchased the Arts Attack program. Examples of student artwork are displayed throughout the school year in their respective classrooms, hallways, library, and cafeteria. The artwork can also be viewed during Back to School night and Open House. Gerber School owns a kiln and students have the opportunity to acquire ceramic skills.

### Physical Education:

The SPARK P.E. curriculum emphasizes age-appropriate motor skill improvement and physical activities. The District employees a full-time PE teacher to work with all students TK-8. We have a track, exercise course, and have recently added a frisbee golf course to our playground.

**Year and month in which the data were collected**

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Creative Curriculum TK Adoption Year 2022-2023  Wonders K-5 Maravillas K-5 Amplify 6-8 Adoption Year 2016-2017	0%
<b>Mathematics</b>	Creative Curriculum TK Adoption Year 2022-2023  My Math (English and Spanish), McGraw-Hill K-5 Adoption Year 2014-2015  California Math, McGraw-Hill 6-8 and CPM Adoption Year 2014-2015	0%
<b>Science</b>	MacMillan K-5 Adoption Year 2007-2008  Discovery 6-8 Adoption Year 2021-2022	0%
<b>History-Social Science</b>	National Geographic 6-8 Adoption Year 2021-2022  Scott Forsman K-3 Adoption Year 2006-2007  Harcourt Brace 4-5 Adoption Year 2006-2007	0%
<b>Foreign Language</b>		0%
<b>Health</b>		0%
<b>Visual and Performing Arts</b>		0%
<b>Science Laboratory Equipment (grades 9-12)</b>		0%

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

## School Facility Conditions and Planned Improvements

Gerber School is currently in line for state aid and hardship funding to support a modernization project to replace aging portables. In 2023-2024 the District received a TK/K facility grant that allowed us to build 3 new classrooms, a new TK/K playground, and create a new bus loop to separate our drop-off and pick-up zones.

Gerber Elementary School was originally constructed in 1954. Since that time, additional classrooms have been added. The majority of the school was modernized in the early 1990s. The entire school was repainted in the summer of 2003. The playground was repaved in 2004. In 2006 the school was awarded a 2.5 million dollar modernization grant to address fire/safety and ADA needs. In addition to extensive ADA modernization work, the school's exterior was completely painted, new cafeteria floor, new ansul system in kitchen, front landscaping, interior classroom painting, new HVAC units on regular

## School Facility Conditions and Planned Improvements

construction classrooms, office and cafeteria, and safety door handles were added on all doors. New carpet is replaced in classrooms as needed. In 2015, all of the lighting was replaced with LED lights and the roof on the Multi-Purpose Room (MPR) was replaced. Roofs and portable buildings have been repaired and replaced as necessary.

All classrooms are Internet accessible, with updated computers available for student use. All students in grades TK-8 have 1:1 chromebooks. The library exceeds the standards for the number of books set by the American Library Association.

Tehama County Office of Education houses four special education classes and the county DHH class on campus. A state preschool was added to the campus in 2002.

**Year and month of the most recent FIT report**

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	15	13	15	13	47	48
Mathematics (grades 3-8 and 11)	6	6	6	6	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	248	97.64	2.36	13.31
Female	110	106	96.36	3.64	21.70
Male	144	142	98.61	1.39	7.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	201	196	97.51	2.49	10.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	45	100.00	0.00	22.22
English Learners	52	51	98.08	1.92	0.00
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	171	98.84	1.16	11.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	1.72

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	249	98.03	1.97	6.02
Female	110	106	96.36	3.64	8.49
Male	144	143	99.31	0.69	4.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	201	197	98.01	1.99	4.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	45	100.00	0.00	13.33
English Learners	52	52	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	171	98.84	1.16	4.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	3.45

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	5.95	7.41	5.95	7.41	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	86	81	94.19	5.81	7.41
<b>Female</b>	42	38	90.48	9.52	10.53
<b>Male</b>	44	43	97.73	2.27	4.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	73	69	94.52	5.48	2.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	22	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	56	54	96.43	3.57	5.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	14	82.35	17.65	0.00

## B. Pupil Outcomes

### 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 area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

## 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 regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Gerber Elementary School believes student success depends on parents and schools working together. We actively encourage parent involvement in our students' education and have a Parent Involvement Policy available in the front office. Parents are invited to participate in many ways, including volunteering in classrooms, joining the Parents' Club, or serving on advisory committees such as the School Site Council (SSC) and District English Learner Advisory Committee (DELAC). These committees meet regularly and provide input to help identify goals and spending priorities for the Local Control Accountability Plan (LCAP).

We make every effort to keep parents informed through newsletters, our website, conferences, phone notifications, and handbooks distributed at the start of the year that outline procedures, expectations, and consequences. Gerber School also partners with School Readiness programs serving families with children ages 0–4 and provides additional resources, including counseling, adult education classes, and family literacy programs.

Through the Community Schools Grant, we are enhancing family and community engagement by hiring a Parent Engagement Partner, creating a Parent Hub for resources and support, and hosting monthly parent meetings. Ongoing outreach and community connections strengthen relationships and support student success.

#### Ways Parents Can Get Involved:

Parents' Club  
School Site Council (SSC)  
District English Learner Advisory Committee (DELAC)  
Volunteer  
School and community events

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	437	423	80	18.9
Female	194	192	38	19.8
Male	243	231	42	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	340	328	55	16.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	83	81	24	29.6
English Learners	153	150	21	14.0
Foster Youth	--	--	--	--
Homeless	18	16	5	31.3
Socioeconomically Disadvantaged	375	365	69	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	90	21	23.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.49	5.91	1.6	2.49	5.91	1.6	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.60	0.00
Female	0.00	0.00
Male	2.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.61	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	1.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.19	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Gerber Elementary School has in place a comprehensive School Safety Plan to serve as a school guide for handling critical incidents; such as, code red, fire, earthquakes, hazardous materials, or other disasters and emergencies. The School Safety Plan is available for review in the main office. The School Safety Plan was reviewed with staff in August 2025, with the school safety team in September and December, with SSC in January. The Safety Plan examines the issue of safety on our school campus and recommends strategies and actions for the school's physical environment while building a positive school culture that is engaging and promotes supporting the whole child. The District uses the CatapultEMS Emergency Management System to enhance the safety of students and staff through real-time communication and information management.

The plan identifies designated members of the Crisis Response Team (CRT) and their specific jobs and responsibilities. Students take part in Safety Week each year in September to review all of our procedures and then there are regularly scheduled code red, fire, earthquake and other drills throughout the year.

The District has a single point of entry and keeps the front door locked during school hours. All staff members have been issued identification badges, and visitors must sign in at the office and wear visitor badges for proper identification.

**District Nurse:** The Gerber Union Elementary School District nurse is on site on a weekly basis. However, a nurse is available to assist if the need arises. The nurse gives State-mandated dental, vision, and hearing tests, and notifies parents if a concern about a student's health arises. **First Aid & Emergency Forms:** First aid, defined as the immediate, temporary care given in case of accident or sudden illness, will be given when necessary. First aid will be rendered by anyone qualified to do so. In case of an accident requiring the services of a doctor, every attempt is made to contact the parent or guardian before the child is taken to the hospital. Emergency treatment cannot be administered unless a signed form is on file. For this reason, parents should inform the school immediately of any changes in address or telephone numbers. Emergency information is communicated to emergency personnel.

**Administration of Medication Policy:** To conform with the California Education Code #49423, the Gerber Union Elementary School District has adopted the following policy: any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school personnel if the school district has received, (1) a written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken; and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician's statement. Only medications prescribed by a physician, accompanied by parent or guardian's signed Request for Medication form will be administered. The medication must be brought to the Office Clerk in the original container. If the child needs over-the-counter medication, inhalants, etc., the child must follow the same procedure as for prescribed medication. Students are not allowed to carry prescription or non-prescription medications on their person or on the school grounds during school hours.

## D. Other SARC Information      Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	18	1	0	0
K	19	3	0	0
1	24	0	2	0
2	23	0	2	0
3	23	0	1	0
4	26	0	1	0
5	25	0	2	0
6	20	1	1	0
Other	24	0	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	12	2	0	0
K	24	0	2	0
1	17	1	1	0
2	22	1	1	0
3	22	0	2	0
4	31	0	1	0
5	25	0	1	0
6	24	1	1	0
Other	27	0	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	12	2	0	0
K	19	1	1	
1	23		2	
2	18	1	1	
3	23		2	
4	28		1	
5	30		1	
6	20	1	1	
Other	27		1	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	410

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	9

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,914	\$2,583	\$10,331	\$70,531
District	N/A	N/A	\$9,677	
Percent Difference - School Site and District	N/A	N/A	6.5	-7.1
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	44.2	-4.9

## Fiscal Year 2024-25 Types of Services Funded

To increase student achievement that focuses on the whole child, Gerber School has set priorities to implement a Multi-Tiered System of Supports (MTSS). On the academic side, we have staffed three education specialists (RSP), 1 English language development (ELD) coordinator, 1 ELD teacher, and a number of instructional assistants. On the behavior/social-emotional side of MTSS, we have staffed a Behavior Intervention Coordinator, psychologist, and counselor. The teams on these two sides of MTSS meet regularly and use data to identify students that are struggling then match interventions to support students' needs. Our model of support for students and teachers is blended with push-in and pull-out services. Our support staff are also available for coaching and mentoring.

Aligned to MTSS, we are also implementing Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,688	\$55,248
Mid-Range Teacher Salary	\$76,400	\$80,746
Highest Teacher Salary	\$102,969	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$149,691	\$155,954
Percent of Budget for Teacher Salaries	29.01%	25.26%
Percent of Budget for Administrative Salaries	4.34%	6.12%

## Professional Development

Professional development (PD) at the District level is targeted towards LCAP goals and priorities; which include implementing MTSS through, 1) Academic Growth; 2) School Culture and Engagement that supports behavior/social/emotional needs; 3) Provide Home to School transportation for all students; and 4) Maintain/upgrade facilities. Over the past three years, the District has invested in professional development that builds capacity among staff to implement new common core curriculum with a focus on educating the whole child. The District is implementing a Multi-Tiered System of Supports that includes PBIS and the Nurtured Heart Approach.

Specific PD topics include but are not limited to: MTSS, PBIS, Restorative Practices, literacy, VAPA, trauma/behavior/social-emotional support, UDL, PLC, technology, and VAPA.

The District yearly calendar provides three days of professional development for certificated staff and one day of professional development for classified staff.

Ongoing PD is provided throughout the year via staff meetings, release time, and occasionally extra duty.

~2023-2024 the district participated in professional development related to VAPA, multilingual learners, and a cohort of teachers took LETRS for literacy

~During the 2022-2023 school year all teachers participated in GLAD training to learn strategies to support our multilingual learners

~Training on Restorative Practices have been offered to all staff

~All staff have opportunities to attend PD related to MTSS, PBIS, trauma-informed practices and multilingual learners

~New teachers are included in a formal induction program and are matched with a mentor/coach on site

~The District contracts services with Tehama County Office of Education (TCDE) to provide on-going/on-site PD

~Other opportunities for PD include offsite workshops and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3