



Gerber Elementary School

23014 Chard Ave. • Gerber, CA • 530.385.1041 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Gerber Union Elementary School District

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District Governing Board

Cherrie Kennedy
Gustavo Vasquez
Bobbi Duran
Mario Martinez
Amber Badgett

District Administration

Jenny Montoya
Superintendent
Jenny Montoya
Principal
Megan Neely
Assistant Principal
Bree Brown
CBO

School Description

The mission of Gerber Elementary School is to team with families to create a college-oriented culture where students are safe, respected, and empowered to contribute in a 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 and that our students will have greater opportunities in life if they attend college. 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 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 moving towards 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 test our 3-8 grade students using the California Assessment of Student Performance and Progress (CAASPP) each spring. We consulted with 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 (ELAC/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 420 students in grades TK-8. A state funded pre-school is located on campus which feeds into the Gerber School population. The Gerber School District 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. Over 50% of the overall student population are EL students and within that 50%, is an increasing number of non-English speaking students. Approximately 90% of the student body qualifies for either free or reduced priced lunches.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	46
Grade 1	50
Grade 2	44
Grade 3	49
Grade 4	43
Grade 5	59
Grade 6	49
Grade 7	41
Grade 8	45
Total Enrollment	426

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	2.8
Asian	0.5
Filipino	0
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	0
White	25.1
Two or More Races	2.1
Socioeconomically Disadvantaged	84.5
English Learners	47.2
Students with Disabilities	9.9
Foster Youth	2.1

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			
Gerber Elementary School	15-16	16-17	17-18
With Full Credential	22	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Gerber Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	23
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Gerber Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Language Arts:

Wonders ELA/ELD in grades TK-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 as well as an RTI teacher. ELD is provided to students through core instruction; small group push-in/push-out; as well as integrated and targeted.

Math:

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

History/Social Science:

Scott Foresman is used in grades K-3, Harcourt Brace in grades 4-6, and Holt, Rinehart, Winston in grades 7-8.

Science:

The District currently has adopted Macmillan for grades K-6 and CPO for grades 7-8

Visual and Performing Arts:

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 P.E. program emphasizes age-appropriate motor skill improvement and physical activities as major goals for all students. Various curricular materials are used by individual teachers, including S'cool Moves, a motor-skill developmental program for grades K-6. In 2007 the school built a new track to enhance physical education programs. In 2009 the district added an exercise course. During the 2014-2015 school year, Gerber School brought in the Royal King Dance Academy to teach dance and discipline to all students TK-8. This is a two-week program that concludes with an evening community performance. It is our intent to incorporate Royal King Dance into our curriculum once a year as long as funding permits.

Textbooks and Instructional Materials Year and month in which data were collected: June 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders TK-5 Amplify 6-8 Adoption Year 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw-Hill TK-5 Adoption Year 2014-2015 California Math, McGraw-Hill 6-8 Adoption Year 2014-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan K-6 Adoption Year 2007-2008 CPO 7-8 Adoption Year 2007-2008 Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Holt, Rinehart, Winston 7-8 Adoption Year 2006-2007 Scott Forsman K-3 Adoption Year 2006-2007 Harcourt Brace 4-6 Adoption Year 2006-2007 Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Gerber School will be applying in the spring of 2018 for state aide and hardship funding to support a modernization project on site. Our main focus for renovations will be updating our aging portables and repairing roofs and parking lot.

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 ansel system in kitchen, front landscaping, interior classroom painting, new HVAC units on regular construction classrooms, office and cafeteria, and safety door handles were added on all doors. New carpet is replaced in classrooms as needed. In the summer of 2014, the computer lab was completely remodeled. 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.

The capacity of the existing school is 537 students. This includes using many portable classrooms. The school staff works hard to ensure that the buildings, grounds, and restrooms are safe and clean. Students are responsible for helping to ensure a clean, safe, school facility.

All classrooms are Internet accessible, with updated computers available for student use. Students regularly work in a fully equipped computer lab. The library exceeds the standards for the number of books set by the American Library Association.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	27	24	27	24	48	48
Math	14	13	14	13	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	46	45	43	45	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.9	21.4	25

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	97	91	93.8	45.1
Male	50	46	92.0	43.5
Female	47	45	95.7	46.7
Hispanic or Latino	68	64	94.1	42.2
White	25	24	96.0	54.2
Socioeconomically Disadvantaged	86	81	94.2	43.2
English Learners	43	43	100.0	34.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	270	97.83	23.7
Male	157	154	98.09	18.83
Female	119	116	97.48	30.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	186	182	97.85	20.88
White	73	71	97.26	35.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	229	98.28	21.4
English Learners	136	134	98.53	20.15
Students with Disabilities	30	30	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	271	97.83	13.28
Male	157	154	98.09	14.29
Female	120	117	97.5	11.97
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	186	182	97.85	11.54
White	73	71	97.26	21.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	229	98.28	11.79
English Learners	136	134	98.53	11.19
Students with Disabilities	30	30	100	10
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Gerber Elementary School believes student success depends on parents and schools working together. We actively seek parent involvement in our students' education. We have adopted a Parent Involvement Policy that can be located in the front office. Parents are invited to participate at all levels, from helping in their child's classrooms, to getting involved in the Parents' Club, or even serving on advisory committees; such as, SSC and ELAC/DELAC. The Parents' Club, SSC, and ELAC/DELAC meet regularly and make recommendations to benefit our students and school. The advisory committees give input to, and help identify goals for, the Local Control Accountability Report Card (LCAP). We make every effort to keep parents informed about what is happening at school. Communication is offered in a variety of ways; such as: newsletters, website, conferences, and phone notification system. Each parent receives four handbooks at the beginning of the year: 1) The Common Core State Standards handbook, which explains grade level learning standards in the core subject areas; 2) Rights of Parents and/or Legal Guardians; 3) Parent/Student Handbook that explains important information about our school programs along with student rules and responsibilities; and 4) PBIS Parent Handbook that outlines our behavior expectations/consequences. Gerber School works in conjunction with School Readiness programs that offer support services to families that have children between the ages of 0-5. We can also offer resources for other support services; such as, counseling, parent and adult education classes, and family literacy.

Ways parents can get involved:

- Parents Club
- School Site Council
- ELAC/DELAC
- Volunteer
- School & community events (Royal King, Halloween carnival, tech classes/TCDE)

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.

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 2017, updated and approval with SSC in November, and board approved in December. 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 plan identifies designated members of the Crisis Response Team (CRT) and their specific jobs and responsibilities. Students take part in regularly scheduled code red, fire, earthquake and other drills. During the month of January the school will be participating in a 'Safety Week' where all drills will be reviewed and practiced.

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 physicians 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	2.9	1.9
Expulsions Rate	0.2	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.5	1.9
Expulsions Rate	0.2	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.3

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	.6
Resource Specialist	1.4
Other	
Average Number of Students per Staff Member	
Academic Counselor	20

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	22	18	1		1	2	3	2			
1	24	24	23				2	2	2			
2	22	24	23				2	2	2			
3	23	23	21			1	2	2	1			
4	29	26	26				1	2	2			
5	29	31	29				2	2	1			
6	29	31	29				1	1	2			

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

Professional Development provided for Teachers

Professional development (PD) at the District level is targeted towards LCAP goals and priorities; which include: 1. Academic Growth; 2. School Culture and Engagement that supports behavior/social/emotional needs; and 3. 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. Building a support system for academics and behavior/social/emotional needs allows us to focus on educating the whole child.

Specific PD topics include but are not limited to: CCSS, technology, PBIS, NHA, MTSS, PLC and teaming collaboration, UDL, ELD, trauma/behavior/social-emotional support, and NEU

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.

~During the 2016-2017 and 2017-2018 school years a team that consisted of teachers, classified and administrators attended multiple off-site workshops and conferences related to PBIS and MTSS.

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

~The District employees two expert coordinators (one academic the other behavior/social/emotional) to help support staff, these coordinators are available to coach and mentor staff as needed. We are building capacity for additional mentor/coaching support through the school MTSS leadership team. Team members have attended coaching collaborative trainings at the county office.

~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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,165	\$42,598
Mid-Range Teacher Salary	\$62,218	\$62,232
Highest Teacher Salary	\$83,855	\$80,964
Average Principal Salary (ES)		\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$118,727	\$117,868
Percent of District Budget		
Teacher Salaries	36%	32%
Administrative Salaries	6%	7%

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 an Intervention Coordinator, Response to Intervention (RTI) teacher, English Language Development (ELD) teacher, Education Specialist (RSP) and a number of instructional assistants. On the behavior/social-emotional side of MTSS, we have staffed a Behavior Intervention Coordinator, psychologist, counselor and special education instructional assistants. The teams on these two sides of MTSS meet weekly 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 the Nurtured Heart Approach (NHA).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,102	\$1,454	\$7,648	\$67,261
District	♦	♦	\$7,648	\$67,256
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			16.3	8.6

* Cells with ♦ do not require data.