Gerber Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	jmontoya@gerberschool.org
School Website	www.gerberschool.org
County-District-School (CDS) Code	52-71548-6053532

2021-22 District Contact Information

District Name	Gerber Union Elementary School
Phone Number	(530) 385-1041
Superintendent	Jenny Montoya
Email Address	jmontoya@gerberschool.org
District Website Address	www.gerberschool.org

2021-22 School Overview

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 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. Due to COVID the CAASPP was not administered during the 2020-2021 school year, instead the district used STAR Reading and Math local benchmark assessments. 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.

2021-22 School Overview

Gerber Union Elementary School serves approximately 400 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 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 13 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 50% of the overall student population are EL students. Approximately 87% of the student body qualifies for either free or reduced priced lunches.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	36
Grade 2	35
Grade 3	46
Grade 4	37
Grade 5	53
Grade 6	40
Grade 7	45
Grade 8	40
Total Enrollment	382

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.1
Male	58.6
American Indian or Alaska Native	2.6
Asian	0.5
Black or African American	0.8
Hispanic or Latino	69.6
Two or More Races	2.4
White	23.8
English Learners	44
Foster Youth	0.3
Homeless	2.1
Socioeconomically Disadvantaged	74.6
Students with Disabilities	12.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 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, McMillan in grades 6-8.

History/Social Science:
Scott Foresman is used in grades K-3, Harcourt Brace in grades 4-5, and Discovery in grades 6-8.

Science:
The District currently has adopted Macmillan for grades K-6 and CPO for grades 7-8. Teachers in grades 6-8 are currently piloting new science curriculum. CA Weekly Studies, Science Scope 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 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 and safety measures are met.

Year and month in which the data were collected	June 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders TK-5 Amplify 6-8 Adoption Year 2016-2017	Yes	0%
Mathematics	My Math, McGraw-Hill TK-5 Adoption Year 2014-2015 California Math, McGraw-Hill 6-8 and CPM Adoption Year 2014-2015	Yes	0%

Science	MacMillan K-6 Adoption Year 2007-2008 CPO 7-8 Adoption Year 2007-2008		0%
History-Social Science	Discovery 6-8 Adoption Year 2019-2020 Scott Forsman K-3 Adoption Year 2006-2007 Harcourt Brace 4-5 Adoption Year 2006-2007		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Gerber School is currently in line for state aid and hardship funding to support a modernization project on site. Our main focus for renovations will be updating our aging portables, reconfiguring our parking lot to allow safer drop-off and pick-up zones, and adding additional classrooms to our campus.

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 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. All students in grades TK-8 have 1:1 chromebooks and our computer lab can be used as a Makerspace. 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.

Year and month of the most recent FIT report	August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	Roof repairs on portables and classrooms will be performed as needed.
External: 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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	NT	NT	NT	NT
Female	117	NT	NT	NT	NT
Male	155	NT	NT	NT	NT
American Indian or Alaska Native	13	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	179	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	64	NT	NT	NT	NT
English Learners	113	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	30	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	NT	NT	NT	NT
Female	117	NT	NT	NT	NT
Male	155	NT	NT	NT	NT
American Indian or Alaska Native	13	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	179	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	64	NT	NT	NT	NT
English Learners	113	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	30	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3-8 Grades Student Groups	3-8 Grades Total Enrollment	3-8 Grades Number Tested	3-8 Grades Percent Tested	3-8 Grades Percent Not Tested	3-8 Grades Percent At or Above Grade Level
All Students	272	272	100%	0%	26%
Female	116	116	100%	0%	N/A
Male	156	156	100%	0%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	180	180	100%	0%	16%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	11	11	100%	0%	N/A
White	64	64	100%	0%	39%
English Learners	113	113	100%	0%	9%
Foster Youth	5	5	100%	0%	N/A
Homeless	19	19	100%	0%	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	238	238	100%	0%	28%
Students Receiving Migrant Education Services	1	1	100%	0%	N/A
Students with Disabilities	34	34	100%	0%	12.5%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3-8 Grades Student Groups	3-8 Grades Total Enrollment	3-8 Grades Number Tested	3-8 Grades Percent Tested	3-8 Grades Percent Not Tested	3-8 Grades Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	50	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Gerber Elementary School believes student success depends on parents and schools working together. We actively seek parent involvement in our students' education. We have a Parent Involvement Policy that can be found 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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	412	70	17.0
Female	184	177	24	13.6
Male	238	235	46	19.6
American Indian or Alaska Native	13	10	4	40.0
Asian	2	2	0	0.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	286	282	44	15.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	0	0.0
White	105	102	21	20.6
English Learners	180	178	27	15.2
Foster Youth	1	1	0	0.0
Homeless	28	28	5	17.9
Socioeconomically Disadvantaged	332	325	58	17.8
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	61	61	12	19.7

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.44	0.00	1.44	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.45
Expulsions			0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 2020 then updated and approval by SSC and the board in November. 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 regularly scheduled code red, fire, earthquake and other drills.

During the 2020-2021 school year, GUESD will also be adhering to the COVID Reopening Plan as part of our school safety protocols for mitigating the spread of COVID-19.

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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
K	20	2		
1	22		2	
2	15	2		
3	23		2	
4	26		1	
5	28		2	
6	25		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K	22		2	
1	18	2		
2	23		2	
3	17	2		
4	25		1	
5	31		1	
6	44		1	1
Other	28		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
K	24		2	
1				
2	21		1	
3	23		1	
4	22		1	
5	31		1	
6	58			1
Other	29		4	1

2020-21 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	191

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$72,331
Percent Difference - School Site and District	N/A	N/A	6.5	-2.5
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	20.1	-2.5

2020-21 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 a Special Education Coordinator/RSP 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, and counselor. 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 Restorative Practices.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,476	$47,265
Mid-Range Teacher Salary	$66,680	$69,813
Highest Teacher Salary	$89,869	$91,237
Average Principal Salary (Elementary)	$0	$113,466
Average Principal Salary (Middle)	$0	$115,186
Average Principal Salary (High)	$0	$0
Superintendent Salary	$130,648	$131,359
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	7%	7%

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; 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.

Specific PD topics include but are not limited to: MTSS, PBIS, Restorative Practices, trauma/behavior/social-emotional support, UDL, PLC, technology, NHA, CCSS, ELD, 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 employs two expert coordinators (one special education/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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Gerber Union Elementary School
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Gerber Union Elementary School
Phone Number	(530) 385-1041
Superintendent	Jenny Montoya
Email Address	jmontoya@gerberschool.org
District Website Address	www.gerberschool.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	NT	NT	NT	NT
Female	117	NT	NT	NT	NT
Male	155	NT	NT	NT	NT
American Indian or Alaska Native	13	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	179	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	64	NT	NT	NT	NT
English Learners	113	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	30	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	NT	NT	NT	NT
Female	117	NT	NT	NT	NT
Male	155	NT	NT	NT	NT
American Indian or Alaska Native	13	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	179	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	64	NT	NT		NT
English Learners	113	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	30	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3-8 Grades Student Groups	3-8 Grades Total Enrollment	3-8 Grades Number Tested	3-8 Grades Percent Tested	3-8 Grades Percent Not Tested	3-8 Grades Percent At or Above Grade Level
All Students	272	272	100%	0%	26%
Female	116	116	100%	0%	N/A
Male	156	156	100%	0%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	1	1	100%	0%	N/A
Filipino	0	0	0%	0%	0
Hispanic or Latino	180	180	100%	0%	16%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0
Two or More Races	11	11	100%	0%	N/A
White	64	64	100%	0%	39%
English Learners	113	113	100%	0%	9%
Foster Youth	5	5	100%	0%	N/A
Homeless	19	19	100%	0%	N/A
Military	0	0	0%	0%	N/A
Socioeconomically Disadvantaged	238	238	100%	0%	18%
Students Receiving Migrant Education Services	1	1	100%	0%	N/A
Students with Disabilities	34	34	100%	0%	12.5%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3-8 Grades Student Groups	3-8 Grades Total Enrollment	3-8 Grades Number Tested	3-8 Grades Percent Tested	3-8 Grades Percent Not Tested	3-8 Grades Percent At or Above Grade Level
All Students	272	272	100%	0%	13.5%
Female	116	116	100%	0%	N/A
Male	156	156	100%	0%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A
Black or African American	1	1	100%	0%	N/A
Filipino	0	0	N/A	N/A	N/A
Hispanic or Latino	180	180	100%	0%	N/A
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	11	11	100%	0%	N/A
White	64	64	100%	0%	17.5%
English Learners	113	113	100%	0%	6%
Foster Youth	5	5	100%	0%	N/A
Homeless	19	19	100%	0%	N/A
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	238	238	100%	0%	10%
Students Receiving Migrant Education Services	1	1	100%	0%	N/A

Students with Disabilities	34	34	100%	0%	3%

*At or above the grade-level standard in the context of the local assessment administered.