

Gerber Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--|
| School Name | Gerber Elementary School |
| Street | 23014 Chard Ave. |
| City, State, Zip | Gerber, CA 96035-9708 |
| Phone Number | 530.385.1041 |
| Principal | Jenny Marr |
| E-mail Address | jmarr@gerberschool.org |
| Web Site | gerberschool.org |
| CDS Code | 52-71548-6053532 |

| District Contact Information | |
|------------------------------|--|
| District Name | Gerber Union Elementary School |
| Phone Number | (530) 385-1041 |
| Superintendent | Jenny Marr |
| E-mail Address | jmarr@gerberschool.org |
| Web Site | gerberschool.org |

School Description and Mission Statement (Most Recent Year)

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 awareness 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. We focus on educating the whole child and have balanced our interventions to meet both academic and social and emotional needs.

During the 2013-2014 school year, we began implementation of the Common Core State Standards (CCSS) and tested our 3-8 grade students using the California Assessment of Student Performance and Progress (CAASPP). 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, beyond the School Accountability Report Card (SARC) and student report cards.

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 Community Day School is also located on campus and serves students in grades 4-8. 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 12 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. During the 2013-2014 school year, approximately 50% of the overall student population were EL students. Within that 50%, is an increasing number of non-English speaking students. Approximately 87% of the student body qualifies for either free or reduced priced lunches, and over one-third are on Cal-Works.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|----------------------------|---------------------------|
| Kindergarten | 53 |
| Grade 1 | 44 |
| Grade 2 | 49 |
| Grade 3 | 48 |
| Grade 4 | 42 |
| Grade 5 | 53 |
| Grade 6 | 42 |
| Grade 7 | 30 |
| Grade 8 | 28 |
| Ungraded Elementary | |
| Total Enrollment | 389 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 2.8 |
| Asian | 0.3 |
| Filipino | 0.0 |
| Hispanic or Latino | 64.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 29.6 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 85.9 |
| English Learners | 50.1 |
| Students with Disabilities | 8.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | | 19 | 21 | 21 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.00 | 0.00 |
| All Schools in District | 100.00 | 0.00 |
| High-Poverty Schools in District | 100.00 | 0.00 |
| Low-Poverty Schools in District | 0.00 | 0.00 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: June 2014

Language Arts:

The school district has implemented the Houghton Mifflin Medallions (HM) Reading Program (K-5), Holt Rinehart Winston Reading Program (6-8), and Hampton Brown, Insides (4-8) for interventions. The district has implemented a Response to Intervention (RTI) model that supports our core programs with supplemental programs and services. These include but are not limited to small group and direct instruction, SIPPS, HM60, Imagine Learning, and various software programs.

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 pull-outs and RTI support. The school has adopted National Geographic/Hampton Brown Insides to use for students in grades 4-8 and HM60 for students in grades K-5.

Math:

The school district has adopted MacMillan McGraw Hill in grades K-5 and CPM in grades 6-8. Math is supplemented with Accelerated Math, Reflex Math and various other software programs.

History/Social Science:

Scott Foresman is used in grades K-3, Harcourt Brace in grades 4-5, and Holt, Rinehart, Winston in grades 6-8.

Science:

The District currently has adopted McMillan/McGraw-Hill for grades K-5 and CPO for grades 6-8.

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.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| Reading/Language Arts | Houghton Mifflin Medallions K-5 Adoption Year 2010-2011 Holt Rinehart Winston 6-8 Adoption Year 2005/2006 National Geographic/Hampton Brown 4-8 Adoption Year 2010-2011 | | 0% |
| Mathematics | McMillan/McGraw-Hill K-5 Adoption Year 2008/2009 CPM Adoption Year 2013/2014 | | 0% |
| Science | McMillan/McGraw-Hill K-6 Adoption Year 2007/2008 CPO 7-8 Adoption Year 2007/2008 | | 0% |
| 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 | | 0% |
| Foreign Language | | | 0% |
| Health | | | 0% |
| Visual and Performing Arts | | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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. As the school ages, occasionally there are maintenance needs, such as, leaky roofs and replacing plumbing fixtures. 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.

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 five special education classes on campus. A state preschool was added to the campus in 2002.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|----------------------|-------------|-------------|--|
| Year and month in which data were collected: July 2014 | | | | |
| 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] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|-----------------------|------------------|-------------|-------------|-------------|
| | [X] | [] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 40 | 38 | 45 | 39 | 37 | 45 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|--|---|
| All Students in the LEA | 45 |
| All Student at the School | 45 |
| Male | 44 |
| Female | 46 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 40 |
| Native Hawaiian or Pacific Islander | |
| White | 52 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 43 |
| English Learners | 44 |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 42 | 44 | 43 | 42 | 43 | 42 | 54 | 56 | 55 |
| Mathematics | 52 | 51 | 45 | 51 | 50 | 45 | 49 | 50 | 50 |
| History-Social Science | 50 | 34 | 30 | 53 | 33 | 29 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 3 | 3 | 3 |
| Similar Schools | 8 | 7 | 4 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 6 | -9 | -14 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 14 | -5 | -10 |
| Native Hawaiian/Pacific Islander | | | |
| White | -15 | -20 | -2 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 9 | -7 | -18 |
| English Learners | 11 | -1 | -20 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 14.3 | 32.7 | 24.5 |
| 7 | 19.4 | 25.8 | 25.8 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

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. During the 2013-2014 school year, the advisory committees gave input to, and helped 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 three 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; and 3) Parent/Student Handbook that explains important information about our school programs along with student rules and responsibilities.

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 3.4 | 0.2 | 3.8 | 4.5 | 0.5 | 4.0 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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, updated in August, 2014, examines the issue of safety on our school campus and recommends strategies and actions for the school's physical environment and culture. 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, and earthquake drills. 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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2013-2014 |
| Year in Program Improvement* | Year 2 | Year 1 |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19 | 3 | 0 | 0 | 16 | 3 | | | 18 | 3 | | |
| 1 | 19.7 | 3 | 0 | 0 | 19 | 3 | | | 15 | 3 | | |
| 2 | 20 | 2 | 0 | 0 | 24 | | 2 | | 16 | 3 | | |
| 3 | 23 | 0 | 2 | 0 | 21 | 1 | 1 | | 16 | 2 | 1 | |
| 4 | 24 | 0 | 2 | 0 | 22 | 1 | 1 | | 21 | 1 | 1 | |
| 5 | 27 | 0 | 1 | 0 | 23 | 1 | 1 | | 27 | 1 | | 1 |
| 6 | 30 | 0 | 1 | 0 | 33 | | | 1 | 21 | 1 | 1 | |
| Other | | | | | | | | | | | | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .2 | 20 |
| Counselor (Social/Behavioral or Career Development) | .2 | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff (Paraprofessional) | 1 | --- |
| Psychologist | .2 | --- |
| Social Worker | 0 | --- |
| Nurse | .2 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist | 0 | --- |
| Other | | --- |

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$8,226.00 | | | \$57,472.00 |
| District | --- | --- | | \$61,864 |
| Percent Difference: School Site and District | --- | --- | | -7.1 |
| State | --- | --- | \$4,690 | \$57,931 |
| Percent Difference: School Site and State | --- | --- | | -0.8 |

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Gerber Elementary School allocates a state required designated amount of money to offer Supplemental Educational Services (SES) to students that are struggling academically. In addition, we employ a full-time RTI, ELD, and RSP teacher, as well as nine instructional aides.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,710 | \$38,970 |
| Mid-Range Teacher Salary | \$54,866 | \$56,096 |
| Highest Teacher Salary | \$73,947 | \$71,434 |
| Average Principal Salary (Elementary) | \$0 | \$91,570 |
| Average Principal Salary (Middle) | \$0 | \$97,460 |
| Average Principal Salary (High) | \$0 | \$99,544 |
| Superintendent Salary | \$119,456 | \$107,071 |
| Percent of Budget for Teacher Salaries | 39 | 36 |
| Percent of Budget for Administrative Salaries | 10 | 7 |

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

Professional Development

Gerber Elementary School has a staff development committee composed of teachers and administrators. The staff development committee meets annually to identify staff development needs and plan ways to meet those needs. The school offers three full days of professional development a year and ongoing training as necessary during minimum days and staff meetings. Staff development is scheduled on-site when feasible, and offers opportunities for staff to improve and maintain professional skills. Staff development is also delivered on-line. Staff development topics are relevant to student success, school goals, and professional growth.

Monthly staff and grade level meetings allow for additional staff development, as well time for planning and collaboration. Title I money is used to help insure that all of our teachers and paraeducators meet the requirements of "highly qualified" standards of the No Child Left Behind (NCLB) Act.