Growth Public

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	9320 Tech Center Dr. Sacramento, CA , 95826-2558	**Principal:**	Audria Johnson, Executive Director
Phone:	(916) 394-5007	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE)
  SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Audria Johnson, Executive Director

⊙ Principal, Growth Public

About Our School

Hello!

Thank you for taking the time to learn more about our school! We are Growth Public School, a charter school within the Sacramento City Unified School District. We are currently in our sixth year of operation, serving students in TK through 6th grade, and will ultimately grow to a TK-8 school. Our aim is to build an extraordinary school here in the Sacramento community.

The staff, students, and families at GPS are as diverse and vibrant as the Greater Sacramento area we serve. GPS breaks away from a one-size-fits-all approach to education, serving students individually to truly prepare them - emotionally, socially, academically - for the changing world. Through connections, relationship building, emotional understanding, and real-world learning, we support students as they build new skills and blaze their own paths.

We hope this helps you to get to know us better.

Audria Johnson, Head of School

Contact

Growth Public
9320 Tech Center Dr.
Sacramento, CA 95826-2558

Phone: (916) 394-5007
Email: ajohnson@growthps.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Allen, Lisa
Email Address	superintendent@scusd.edu
Website	www.scusd.edu

School Contact Information (School Year 2023–24)

School Name	Growth Public
Street	9320 Tech Center Dr.
City, State, Zip	Sacramento, CA , 95826-2558
Phone Number	(916) 394-5007
Principal	Audria Johnson, Executive Director
Email Address	ajohnson@growthps.org
Website	www.growthps.org
County-District-School (CDS) Code	34674390135343

Last updated: 12/13/23

School Description and Mission Statement (School Year 2023–24)

At Growth Public School (GPS), we believe that rigorous academics and college prep are only one piece of a quality education. We believe that students learn best when in a safe, supportive space; that lessons rooted in real-world, hands-on examples are more impactful than memorization. That relationship building, emotional learning, conflict resolution, and other qualities often thought of as "soft skills"—determination, adaptability, integrity, optimism—are just as important as academics. That interpersonal connections should be nurtured, and that discipline should be restorative. That an educational experience encompassing the whole child—their heart, their relationships, their brain—will best support students as they blaze their paths and create fulfilling lives.

At GPS, we:

- recognize and celebrate the diversity of the Greater Sacramento area by filling our halls with staff, students, and families who are as vibrant and diverse as the communities we serve.

- create space to celebrate diverse cultures and foster social-emotional learning to ensure every community member feels safe, productive, and known by building relationships with each member of our community to understand their needs and dreams and welcome their contributions.

- understand and embrace each student's differences and empower them to find joy in their own learning by creating learning experiences that are centered on the student as an individual.

- encourage students to connect classroom work to the world around them by rooting lessons in real-world, hands-on projects and experiences.

- cultivate conflict resolution and relationship building by facilitating meaningful connections with others and working to restore relationships rather than punish behavior.

GPS will prepare all students to learn, think, and solve problems - as well as practice empathy, embrace differences, resolve conflicts, and act with integrity. Our students will have a deep understanding of themselves, others, and the world around them. They will continue to grow academically, socially, and emotionally, which will empower and enable them to make a positive impact on and in their communities. GPS will inspire schools across the country to think about how they serve all students, how to support students beyond academics, and how to create stronger, more engaged communities in the process.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	61
Grade 1	32
Grade 2	51
Grade 3	34
Grade 4	40
Grade 5	34
Grade 6	26
Total Enrollment	278
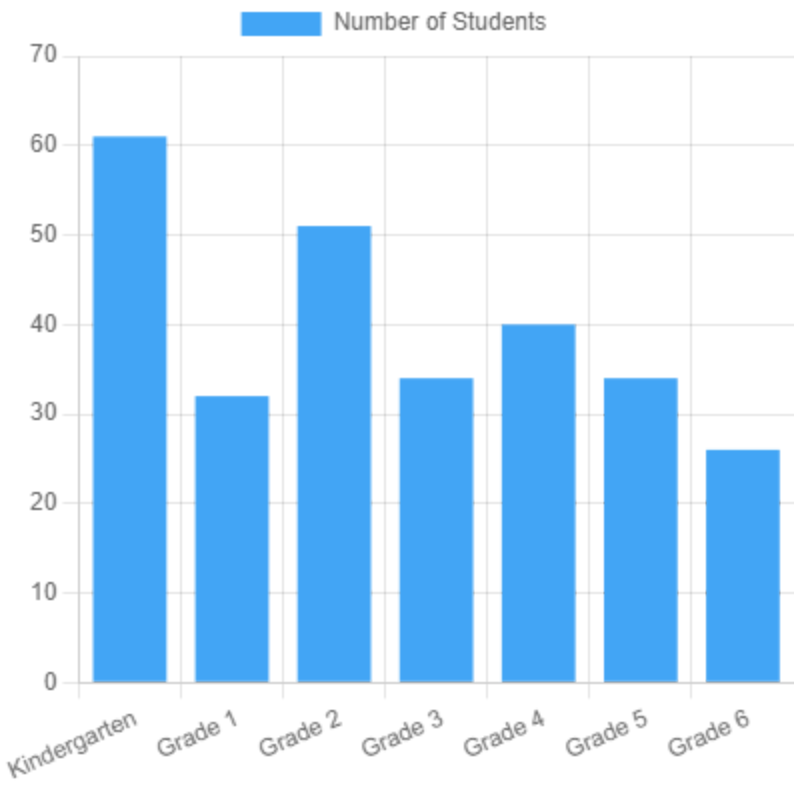
Last updated: 12/13/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.90%	English Learners	18.70%
Male	51.10%	Foster Youth	0.00%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	6.80%
Black or African American	8.60%
Filipino	0.70%
Hispanic or Latino	51.40%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	7.60%
White	23.40%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disavantaged	58.30%
Students with Disabilities	13.30%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	80.00%	1666.90	83.27%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	42.30	2.12%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	93.00	4.65%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	70.70	3.53%	12115.80	4.41%
Unknown/Incomplete/NA	2.00	20.00%	128.70	6.43%	18854.30	6.86%
Total Teaching Positions	10.00	100.00%	2001.80	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	75.00%	1686.00	84.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	37.10	1.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	25.00%	144.80	7.25%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	67.40	3.38%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	61.00	3.06%	15831.90	5.67%
Total Teaching Positions	12.00	100.00%	1996.40	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/13/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	27.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00%	16.6%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education (grades K-3) Summit Learning (grades 4+) Lexia Core5 (grades K-3) IXL (grades 4+)- NWEA MAP *Year of Adoption: 2022*	Yes	0
Mathematics	Illustrative Mathematics (grades K-3) - *Adopted 2023* Summit Learning (grades 4+) - *Adopted 2022* IXL (grades 4+) - - *Adopted 2022* NWEA MAP	Yes	0
Science	Embedded within EL Education (grades K-3) Summit Learning (grades 4+) IXL (grades 4+) *Year of Adoption: 2022*	Yes	0
History-Social Science	Embedded within EL Education (grades K-3) Summit Learning (grades 4+) IXL (grades 4+) *Year of Adoption: 2022*	Yes	0
Foreign Language			0
Health	Teacher created projects and materials *Year of Adoption: 2022*	Yes	0
Visual and Performing Arts	Teacher created projects and materials based upon the VAPA	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	standards *Year of Adoption: 2022*		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

Our facility is in good condition and conducive to a positive learning environment for our students. Our school is safe in that we are an indoor facility, with locked exterior doors that are accessible to the school community via key cards and codes. We are fully compliant with all ADA and fire code requirements. We have a custodial team that cleans and disinfects the school throughout the day and each night.

Our play area is fenced in to provide the students with a safe place to play. In addition, we have made upgrades to our play area in recent years, including:

- Grading of the hill

- Removed three redwood trees and re-planted three new trees in different locations

- Logs from removed redwood trees used to design walking/climbing feature

- Paved walkway from patio to blacktop

- Resurfaced blacktop

- Retaining wall added at bottom of hill

- New wood chips added and are refreshed annually

- Permanent fencing/trellis added to perimeter of building to protect windows and allow jasmine to vine

- Gravel pit installed

- Net Climber feature added to top of hill

We are planning to continue making improvements to our play area over the next 3- 5 years.

In addition, we recently upgraded our water fountains to touchless machines, and the downstairs interior paint has been refreshed.

Any school repairs are addressed quickly when needed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good

Last updated: 1/12/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
     2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
     3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	27%	30%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	22%	20%	27%	28%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	122	99.19%	0.81%	30.33%
Female	60	59	98.33%	1.67%	33.90%
Male	63	63	100.00%	0.00%	26.98%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	13	100.00%	0.00%	53.85%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46%	1.54%	20.31%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	48.28%
English Learners	21	21	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	75	74	98.67%	1.33%	24.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	7.14%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	122	99.19%	0.81%	20.49%
Female	60	59	98.33%	1.67%	16.95%
Male	63	63	100.00%	0.00%	23.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	13	100.00%	0.00%	30.77%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46%	1.54%	14.06%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	37.93%
English Learners	21	21	100.00%	0.00%	4.76%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	75	74	98.67%	1.33%	13.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	0.00%

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	13.04%	20.69%	25.03%	25.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	29	96.67%	3.33%	20.69%
Female	17	16	94.12%	5.88%	25.00%
Male	13	13	100.00%	0.00%	15.38%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	13	92.86%	7.14%	15.38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	22	21	95.45%	4.55%	23.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/12/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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

Opportunities for Parental Involvement (School Year 2023–24)

There are a variety of opportunities for parents and families to get involved with the school. We are a small, connected community, which allows us to consistently solicit and receive feedback from families through informal face to face interactions throughout the school day. Other ways our families can get involved are:

- Volunteering: fundraising events, front desk reception, classroom tasks and light building maintenance

- Donating supplies

- Attending school wide meetings, such as back to school orientation and the mid-year "State of GPS" meeting

- Communicating regularly with their child's teacher about academic and social emotional progress

- Attending student conferences with the teacher twice per year

- Attending family social events at the school which serve to foster relationship building among families and school staff.

- Support with recruiting new families

- Providing feedback- we conduct family surveys every year, and the survey data is analyzed and incorporated feedback into summer planning for the new school year.

For parents or families who are interested in volunteering with the school, please reach out to us by calling 916-394-5007, or via email at info@growthps.org. We always try to match the needs of the school with the skills, talent, experience, and time of our parents and families.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	283	282	81	28.7%
Female	140	139	44	31.7%
Male	143	143	37	25.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	19	19	3	15.8%
Black or African American	24	24	6	25.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	147	146	48	32.9%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	22	22	3	13.6%
White	65	65	19	29.2%
English Learners	53	53	12	22.6%
Foster Youth	0	0	0	0.0%
Homeless	2	2	2	100.0%
Socioeconomically Disadvantaged	166	166	59	35.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	44	44	19	43.2%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.73%	2.12%	0.04%	4.73%	6.16%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.05%	0.00%	0.07%	0.08%

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

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.12%	0.00%
Female	0.71%	0.00%
Male	3.50%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.36%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.55%	0.00%
White	4.62%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.61%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.82%	0.00%

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

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

Campus safety is important to GPS. Adopted policies in our Student and Family Handbook include Child Abuse Reporting Procedures, Suspected Child Abuse Reporting Procedures, Suspension & Expulsion/Due Process, Sexual Harassment Policies, and Infectious Diseases Prevention Plan. Our Comprehensive School Safety Plan was reviewed and board approved on January 30, 2024. Key elements of the plan include emergency procedures (i.e. fire, earthquake, lock down, etc.) and crisis intervention plans.

Last updated: 1/12/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	22.00		2	
2	24.00		2	
3	25.00		1	
4	28.00		1	
5				
6				
Other**	23.00		1	

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		2	
1	27.00		2	
2	18.00	2		
3	20.00	1	1	
4	19.00	2		
5	25.00		1	
6				
Other**	7.00	1		

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	2	0
1	16.00	2	0	0
2	26.00	0	2	0
3	17.00	2	0	0
4	20.00	2	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	20.00	1	2	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	2.00

* 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 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13498.00	$5215.00	$8283.00	$59440.00
District	N/A	N/A	--	$87329.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2022–23)

GPS offers a variety of programs and services to support and assist students in their learning and growth. The programs and services provided are all aligned to the goals and actions outlined in our annual LCAP.

Our first goal area is providing a strong academic program for the students. Programs and services funded for this area include providing curriculum and instructional materials that support high quality, project-based, standards-aligned thematic units, as well as supplemental online instructional resources—such as Lexia Core5 and IXL. Professional development is provided to support teachers in the use of assessment results to create leveled reading and math groups that are flexible and adjusted as needed throughout the year and allows teachers to provide small group instruction that accelerates learning for all students. Our EL students are supported with the use of ELD strategies, including sheltered instruction, pre-teaching vocabulary, specific teaching of academic English, reading support groups and other small group instruction support. Interventions for struggling students include an intervention teacher that provides remediation and intervention throughout the school day, additional targeted support from other support staff, differentiated instruction based on personalized learning goals, and meetings with families to support targeted students. Special education services include speech and language, occupational therapy, physical therapy, behavior support, and counseling.

Our next goal area is focused on school culture, the programs and services that are provided include our social emotional learning curriculum, Powered by Compass, in which students are learning strategies to support the MESH competencies of self-awareness, social awareness, growth mindset, and perseverance. Another service is attendance monitoring and supports with data tracking and analysis, teacher training on our attendance system, and tiered re-engagement strategies and steps for students. Also included in this focus area is the maintenance of a safe, secure, and clean facility to create an optimal learning environment for students. Services include the annual update of the school safety plan, training for emergency protocols (evacuations, fire drills, lockdowns, communication plan, etc.) and first aid, daily cleaning of the school, with deep cleaning during school breaks, additional supplies to prevent the spread of COVID-19 as per public health guidelines, and the addition of facilities oversight to one of our school leader's primary roles and responsibilities. Finally, enrichment services are provided through Explorations, which are field trips that come to the school, specials classes of music and art, after school Tech Club, talent shows, and our after-school program.
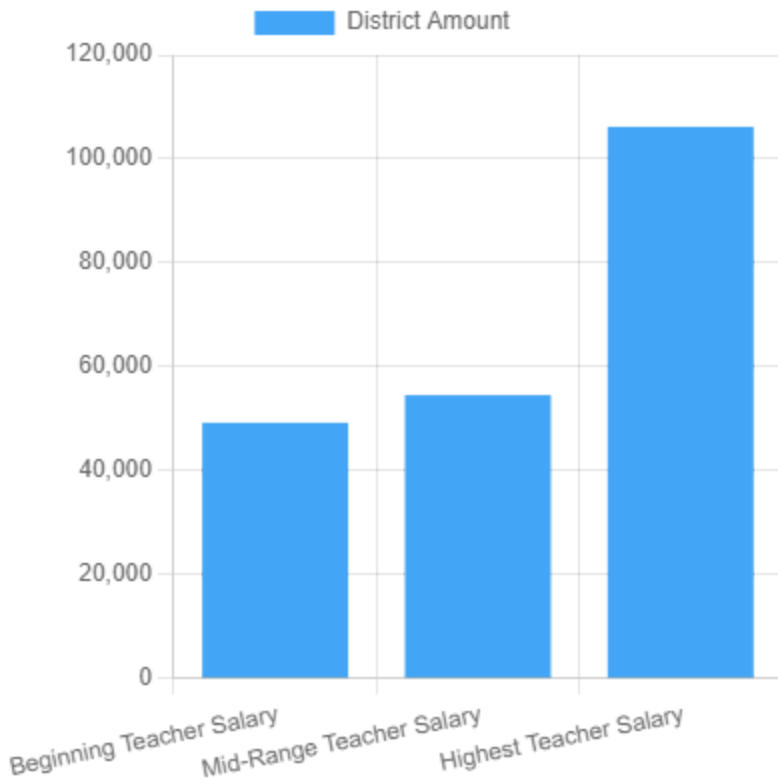
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49228.00	$55549.60
Mid-Range Teacher Salary	$54542.00	$80702.84
Highest Teacher Salary	$106174.00	$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$125578.00	$137703.47
Average Principal Salary (Middle)	$132459.00	$143759.63
Average Principal Salary (High)	$144817.00	$159020.77
Superintendent Salary	$327071.00	$319442.91
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for Administrative Salaries	4.73%	4.87%

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

Last updated: 1/12/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	20	31	32

Last updated: 1/12/24