



2024-25 School Accountability Report Card

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

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who

apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About this school

Hello!

Thank you for taking the time to learn more about our school! We are Growth Public School, a tuition-free charter school within the Sacramento City Unified School District. 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, and 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

District Contact Information (School Year 2025–26)

District Name: Sacramento City Unified

Phone Number: (916) 643-7400

Superintendent: Lisa Allen

Email Address: superintendent@scusd.edu

Website: www.scusd.edu

School Contact Information (School Year 2025–26)

School Name: Growth Public

Address: 9320 Tech Center Dr., Sacramento, CA 95826-2558

Phone Number: (916) 394-5007

Executive Director: Audria Johnson

Email Address: ajohnson@growthps.org

Website: www.growthps.org

Grade Span: TK-8

County-District-School (CDS) Code: 34 674390135343

School Description and Mission Statement (School Year 2025-26)

Vision Statement

We envision a school system where people come first. And as we strive to learn and grow as humans, we believe we will, in turn, develop a better world.

Growth Public School is a tuition-free, TK-8 public charter school founded on the belief that social and emotional development is just as important as academic growth. GPS believes that learning best occurs when there is a balance of rigorous academics, as well as a focus on students' personal, social-emotional development.

Mission Statement

Growth Public School's mission is to be a diverse, connected, learner-driven community that prepares students emotionally, socially, and academically to blaze their own paths in a changing world.

The GPS Impact

GPS prepares all students to learn, think, and solve problems—as well as practice empathy, embrace differences, resolve conflicts, and act with integrity. Our students develop a deep understanding of themselves, others, and the world around them.

As a result of their time at GPS, they will continue to grow academically, socially, and emotionally, and have a positive impact on their communities.

Student Enrollment by Grade Level (School Year 2024-25)

Grade Level	Number of Students
Kindergarten	53
Grade 1	35
Grade 2	47
Grade 3	36
Grade 4	42
Grade 5	20
Grade 6	29
Grade 7	23
Grade 8	15
Total Enrollment	300

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	0.3
Asian	5.0
Black or African American	9.7
Filipino	1.0
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12.7
White	16.0
English Learners	18.0
Homeless	1.7
Socioeconomically Disadvantaged	64.0
Students with Disabilities	15.0

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 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	75	1686	84.45	234405.2	84
Intern Credential Holders Properly Assigned	0	0	37.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	25	144.8	7.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	67.4	3.38	11953.1	4.28
Unknown/Incomplete/NA	0	0	61	3.06	15831.9	5.67
Total Teaching Positions	12	100	1996.4	100	279044.8	100

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

Teacher Preparation and Placement (School Year 2022-23)

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)	12	85.71	1596.7	82.4	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	26.2	1.35	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	159.1	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	3.41	11746.9	4.23
Unknown/Incomplete/NA	2	14.29	89.7	4.63	14303.8	5.15
Total Teaching Positions	14	100	1937.8	100	277698	100

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

Teacher Preparation and Placement (School Year 2023-24)

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	81.82	1568	80.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	49.7	2.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	9.09	162.7	8.31	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	60.2	3.08	12112.8	4.34
Unknown/Incomplete/NA	1	9.09	117.3	5.99	13705.8	4.91
Total Teaching Positions	11	100	1958.1	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0	0	0
Misassignments	3	0	1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	3	0	1

Credentialed Teachers Assigned Out-of-Field (considered Out-of-Field by ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.2	0	20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.6	7.1	20

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025-26)

Year and month in which the data were collected: December 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	EL Education (grades K-8) iReady (adopted 2025) Year of Adoption: 2022 (for EL Education)	0%
Mathematics	Illustrative Mathematics (grades K-8) iReady (adopted 2025) Year of Adoption: 2023 (for Illustrative Mathematics)	0%
Science	Embedded within EL Education (grades K-5) Sprocket (grades 6-8) Year of Adoption: 2022 (for EL Education); 2025 (for Sprocket)	0%
History- Social Science	Embedded within EL Education (grades K-5) SAVVAS (grades 6-8) Year of Adoption: 2022 (for EL Education); 2025 (for SAVVAS)	0%
Foreign Language	N/A	0%
Health	N/A	0%
Visual and Performing Arts	Teacher created projects and materials based upon the VAPA standards	0%
Science Laboratory Equipment (grades 9-12)	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 as indicated by the December 2025 facility inspection. The inspector noted that there are minor maintenance issues that need repair. The inspection results will be reviewed with the janitorial staff to address restroom cleanliness and the minor repairs needed in the interior spaces.

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 five redwood trees and re-planted eight new trees in different locations
- Logs from removed redwood trees used to design walking/climbing feature
- Paved walkway from patio to blacktop
- Expanded and resurfaced blacktop
- Retaining wall and fencing 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
- Fencing added around East Door entrance and patio as an additional safety and security measure
- Added netting to prevent balls from entering the parking lot
- Gravel pit removed
- Added Tetherball pole
- Net Climber feature removed
- High-end Berliner play equipment installed
- Spinning feature added for TK age group

We completed work on our Play Area in October of 2025. The newly installed equipment was inspected and passed all required safety regulations. The equipment includes a slide, monkey bars and several other ropes-style climbing features. It is sturdy, fun and challenging to meet the needs of our broad age range.

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** 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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 Rate

Year and month of the most recent FIT report: December 2025

Overall Rating: Exemplary

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California

Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAA for ELA in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAA for mathematics in grades three through eight and grade eleven.
- 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 taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3–8 and 11)	44	41	38	40	47	48
Mathematics (grades 3–8 and 11)	31	34	29	31	35	37

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	170	100.00	0.00	40.59
Female	82	82	100.00	0.00	42.68
Male	88	88	100.00	0.00	38.64
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	40.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	22.73--
White	30	30	100.00	0.00	63.33
English Learners	27	27	100.00	0.00	3.70
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0.00	32.05
Students with Disabilities	29	29	100.00	0.00	27.59

CAASPP Test Results in Math by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	170	100.00	0.00	33.53
Female	82	82	100.00	0.00	28.05
Male	88	88	100.00	0.00	38.64
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	35.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	18.18
White	30	30	100.00	0.00	50.00
English Learners	27	27	100.00	0.00	3.70
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0.00	29.49
Students with Disabilities	29	29	100.00	0.00	20.69

Note: English Language Arts 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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8 and high school)	29.03	22.22	25.04	27.04	30.73	32.33

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

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 by Student Group

Grades Five, Eight, and High School (2024-25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	36	100.00	0.00	22.22
Female	18	18	100.00	0.00	33.33
Male	18	18	100.00	0.00	11.11
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	17.39
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	20.00
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.

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 2024-25)

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%
7	96%	96%	96%	96%	96%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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 2025-26)

GPS is committed to parent involvement at the school level. 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.

During the 2025–2026 school year, Growth Public Schools expanded its parent engagement structures to more intentionally elevate equity, representation, and shared leadership within our school community. While our Family Leadership Council (FLC) has previously served as a valuable forum for families and the Principal to discuss academics, culture, and community needs, this year we introduced a redesigned parent group, the **Parent Equity Network (PEN Pals)**.

PEN Pals was co-created by the Principal and Dean to ensure that all families, particularly those whose voices have been historically underrepresented in educational decision-making, have meaningful opportunities to influence school programs, policies, and practices. This network is rooted in equity of voice, relationship building, and collaborative problem-solving. Through regular meetings, PEN Pals provides a structured space for families to elevate concerns, share perspectives, co-design solutions, and partner with school leadership to strengthen outcomes for all students.

By establishing the Parent Equity Network, GPS continues to build a more inclusive, transparent, and community-centered approach to family engagement, one that honors diverse experiences and positions families as essential partners in our ongoing work to improve academics, culture, and whole-child support.

There are many opportunities for families to get involved such as:

- Student Showcase/ Open House 2 times per year

- Back to School Orientation
- Access to online curriculum materials
- Weekly Classroom Newsletter
- Volunteering in classrooms or at a school-wide event or activity
- Participating in the annual family survey
- Participating in special events like Book Fair
- Joining the Family Leadership Council

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	332	325	85	26.2
Female	172	169	43	25.4
Male	160	156	42	26.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	1	6.3
Black or African American	35	31	10	32.3
Filipino	--	--	--	--
Hispanic or Latino	179	178	50	28.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	41	10	24.4
White	53	53	12	22.6
English Learners	68	68	16	23.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	211	210	66	31.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	66	23	34.8

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.12	2.27	0.6	6.16	6.04	6.04	3.6	3.28	2.94
Expulsions	0	0	0	0.05	0.01	0.05	0.08	0.07	0.06

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

Suspensions and Expulsions by Student Group (School Year 2024-25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60	0.00
Female	1.16	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

School Safety Plan (School Year 2025-26)

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 28, 2025. Key elements of the plan include emergency procedures (i.e. fire, earthquake, lockdown, etc.) and crisis intervention plans.

D. Other SARC Information

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	1	2	0
1	16	2	0	0
2	26	0	2	0
3	17	2	0	0
4	20	2	0	0
5	0	0	0	0
6	0	0	0	0
Other* *	20	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.

Average Class Size and Class Size Distribution (Elementary)

(School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18	2	0	0
1	25	0	2	0
2	16	2	0	0
3	20	1	1	0
4	14	2	0	0
5	16	2	0	0
6	27	0	1	0

* 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 (Elementary)

(School Year 2024-25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19	2	0	0
1	18	2	0	0
2	24	0	2	0
3	18	2	0	0
4	21	0	2	0
5	20	1	0	0
6	29	0	1	0

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

Student Support Services Staff (School Year 2024-25)

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	
Resource Specialist (non-teaching)	
Other**	4.0

*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.

** "Other" category is for all other student support services staff positions not listed.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,525	\$4,553	\$13,972	\$71,473
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333
Percent Difference – School Site and State	N/A	N/A	22.5%	33.6%

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

Types of Services Funded (Fiscal Year 2024-25)

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 with the goals and actions outlined in our annual LCAP.

Our first goal area is to provide 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 allow teachers to provide small group instruction that accelerates learning for all students. Our English Learner 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 from their classroom teachers and an ELD teacher. Interventions for struggling students include an intervention teacher who 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 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, and the addition of facilities oversight to one of our school leader's primary roles and responsibilities.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	32	27	18