

Grand Oaks Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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 course work, 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/ .

2024-25 School Contact Information

School Name	Grand Oaks Elementary School
Street	5309 Grand Ave
City, State, Zip	Shasta Lake
Phone Number	5302757040
Principal	Tammy Lindblom
Email Address	tlindblom@gatewayusd.org
School Website	https://goes.gatewayusd.org
Grade Span	K-5
County-District-School (CDS) Code	CA

2024-25 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	Kyle Turner
Email Address	kturner@gatewayusd.org
District Website	www.gateway-schools.org

2024-25 School Description and Mission Statement

Grand Oaks is a Transitional Kindergarten through 5th-grade elementary school that has a tradition of academic excellence and is known throughout the north state for its dedicated teaching and support staff. Our teachers set high expectations and provide a challenging curriculum for all students. Our learning family, which includes teachers, paraprofessionals, secretarial staff, cooks, a counselor, a school psychologist, custodians, and the principal, works in partnership with parents and community members to provide an exceptional educational experience for our students.

We feel our positive small-school climate provides an excellent academic and social environment. Our goal is to encourage our

2024-25 School Description and Mission Statement

students to reach their maximum potential. Student accomplishments are a testimony to the quality of their education. We are proud of our school's service to the community's children and we are pleased to offer this annual report to the community that Grand Oaks School serves. We encourage all community members to visit and become familiar with our unique school.

Grand Oaks Elementary School as part of the Gateway Unified School District, in partnership with parents and community members, will promote academic excellence, responsible citizens, and a life-long desire for learning in a safe environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	63
Grade 2	56
Grade 3	49
Grade 4	44
Grade 5	53
Total Enrollment	315

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.9
Male	57.1
American Indian or Alaska Native	3.5
Asian	1.6
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	13.7
Two or More Races	9.2
White	69.8
English Learners	2.9
Foster Youth	3.5
Homeless	6.3
Socioeconomically Disadvantaged	83.2
Students with Disabilities	19.4

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.

2020-21 Teacher Preparation and Placement

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)	12.70	100.00	102.20	81.42	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.59	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	2.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	4.89	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	12.10	9.69	18854.30	6.86
Total Teaching Positions	12.70	100.00	125.50	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.

2021-22 Teacher Preparation and Placement

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)	11.90	100.00	93.60	75.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	4.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	4.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	4.61	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	12.80	10.35	15831.90	5.67
Total Teaching Positions	11.90	100.00	123.90	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.

2022-23 Teacher Preparation and Placement

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)	12.40	73.42	97.40	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	11.84	10.00	7.78	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.92	4.00	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	5.14	11746.90	4.23
Unknown/Incomplete/NA	1.50	8.88	10.30	8.08	14303.80	5.15
Total Teaching Positions	16.80	100.00	128.40	100.00	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 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	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	4.7

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Grand Oaks Elementary School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area as assigned. Site and District grade-level teams, along with site administrators, review textbook needs and make recommendations for adoptions. These recommendations are then brought to the District Advisory Committee for review and forwarded to the Board of Trustees for approval. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Grand Oaks Elementary School's library is stocked with numerous educational and recreational books that are available for students to check out. The library also contains a large collection of supplemental media for classroom use. One to one electronic devices are connected to the internet so that students are able to access resources through site licenses and information online. Grand Oaks is currently purchasing more nonfiction books to follow the focus of California State standards.

Year and month in which the data were collected

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic (K-5) Adoption Year 2016	Yes	0.0%
Mathematics	Eureka Math (K-5) Adoption Year 2015 (local governing board approved)	Yes	0.0%
Science	Houghton Mifflin (K-5) Adoption Year 2006	Yes	0.0%
History-Social Science	Houghton Mifflin (K-5) Adoption Year 2007	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Grand Oaks has maintained a Facility Inspection Tool overall rating of "good" or better for many years. This is a testament to our custodial and maintenance crews which place a priority on safety, cleanliness and school facility quality.

Year and month of the most recent FIT report

September 2024

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	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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	36	35	31	46	47
Mathematics (grades 3-8 and 11)	34	34	25	27	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	146	99.32	0.68	35.62
Female	73	72	98.63	1.37	34.72
Male	74	74	100.00	0.00	36.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	47.06
White	98	97	98.98	1.02	28.87
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	122	99.19	0.81	34.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	10.71

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	146	99.32	0.68	34.25
Female	73	72	98.63	1.37	34.72
Male	74	74	100.00	0.00	33.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	38.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	41.18
White	98	97	98.98	1.02	29.90
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	122	99.19	0.81	33.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	10.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.46	26.92	25.57	22.60	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	52	100.00	0.00	26.92
Female	27	27	100.00	0.00	18.52
Male	25	25	100.00	0.00	36.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	27.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	26.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	97.9%	97.6%	97.6%	97.6%	97.6%

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.

2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Grand Oaks Elementary School. Parents participate in the School Site Council (SSC) and Safety Committee which meets on a monthly basis, are encouraged to get involved in the Parent Club and are welcome to volunteer in classrooms and for special events. Parents are also encouraged to attend our monthly assemblies which celebrate individual and group accomplishments. In addition, numerous programs and activities are enriched by the generous contributions made by local organizations.

A list of parent involvement activities can be found in the Parent Handbook given out in the first-day packet and the Grand Oaks Calendar located on our website. Parents who wish to participate in Grand Oaks Elementary School's leadership teams, school committees, and school activities, or become a volunteer may contact Principal Tammy Lindblom at the school's office at (530) 275-7040, by e-mail at tlindblom@gatewayusd.org, or visit the school's Web site at <https://goes.gatewayusd.org>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	349	64	18.3
Female	158	152	27	17.8
Male	208	197	37	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	11	1	9.1
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	48	9	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	33	3	9.1
White	251	243	46	18.9
English Learners	--	--	--	--
Foster Youth	21	20	4	20.0
Homeless	27	27	10	37.0
Socioeconomically Disadvantaged	307	297	61	20.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	80	11	13.8

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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	7.74	5.38	3.28	9.86	9.07	7.86	3.17	3.60	3.28
Expulsions	0.30	0.00	0.00	0.33	0.30	0.19	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.28	0.00
Female	0.63	0.00
Male	5.29	0.00
Non-Binary		
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.98	0.00
English Learners	0.00	0.00
Foster Youth	9.52	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	3.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	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.

2024-25 School Safety Plan

Grand Oaks Elementary School's Safety Plan is updated each school year by the School Site Council. It is also monitored throughout the school year by the School Site Council. The safety of students and staff and providing a positive learning environment are the primary concerns of Grand Oaks Elementary School.

The Safety Plan was approved by the School Site Council Committee on November 6, 2024. Key elements include maintaining a safe and orderly campus and environment that is conducive to learning, developing a Positive Behavior Intervention System, and maintaining a high attendance rate for the students. These elements are discussed with staff throughout the school year.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	31		2	
1	22		2	
2	25		2	
3	28		2	
4	19	1	1	
5	19	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		2	
2	21	1	1	
3	16	1	2	
4	18	1	2	
5	21	1	1	
Other	8	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	20	2	1	
2	25		2	
3	21	1	1	
4	22		2	
5	27		2	
Other	11	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	315

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.70
Social Worker	
Nurse	.50
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,813	\$4,073	\$8,40	\$77,821
District	N/A	N/A	\$11,078	\$78,078
Percent Difference - School Site and District	N/A	N/A	-171.8	-0.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-171.1	-11.9

Fiscal Year 2023-24 Types of Services Funded

School sites that receive Title I funding provide instructional coaching support for improvements in classroom instruction. These funds are also used for additional teacher and paraprofessional support for students that are at-risk in areas of Reading and Math. Title II funding provides additional instructional coaching support for schools not receiving Title I funds.

The LEA uses LCAP supplemental/concentration funding to increase and improve services at all sites for students needing

Fiscal Year 2023-24 Types of Services Funded

academic and/or behavioral interventions. Behavior paraprofessionals, counselors, a district reading specialist, an instructional technology coach, and additional special education staff work with, and support teachers and administrators to improve the behaviors and address the academic concerns of at-risk students and students with disabilities.

LCAP funding is also used to support the English Learner program. Title VII and state grant funds are used to support the Indian Education program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,081	\$54,930
Mid-Range Teacher Salary	\$74,088	\$85,386
Highest Teacher Salary	\$104,289	\$111,172
Average Principal Salary (Elementary)	\$119,694	\$136,564
Average Principal Salary (Middle)	\$123,969	\$141,339
Average Principal Salary (High)	\$133,083	\$153,241
Superintendent Salary	\$179,183	\$224,537
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Annually, the District schedules four staff development days where teachers are provided professional growth opportunities based on current needs assessments. Topics have included Evaluation of State Standards Curriculum, Professional Learning Communities, Response to Intervention for English Language Arts and Math, Technology, Writing Development, Contemporary Teaching Strategies, School Climate, and Student Discipline, Restorative Practices, Trauma Based Instruction, Essential Standards Review, Curriculum Alignment, Special Education, and Strategic Planning. District literacy coaches provide professional development and mentoring to the beginning and experienced teachers. Individual and small groups of teachers are selected to attend Professional Development outside the district depending on necessity and opportunity.

Early-release Mondays provide grade-level teams the opportunity for collaborative planning and the development of Professional Learning Communities. In addition, the entire teaching staff meets to work on collaborative school improvement. Peer coaching and student needs are a primary focus for collaborative Mondays.

Teachers in the Gateway Unified School District may utilize the Gateway Teacher Induction Program (G-TIP), in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

Paraprofessionals and volunteers at the school meet on a monthly basis to discuss best teaching practices, student needs, and universal school-wide procedures and expectations of both students and staff. Professional development also occurs to provide support in elementary reading instruction as well as Trauma Based Instruction.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4