

Gold Street School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	Gold Street School
Street	321 North Gold Street
City, State, Zip	Yreka, California 96097
Phone Number	530-842-2438
Principal	Amy Dunlap
Email Address	adunlap@yrekausd.net
School Website	
Grade Span	K
County-District-School (CDS) Code	47-70508-6050967

2025-26 District Contact Information

District Name	Yreka Union Elementary School District
Phone Number	530-842-1168
Superintendent	Jami Carver
Email Address	jcarver@yrekausd.net
District Website	www.yrekausd.net

2025-26 School Description and Mission Statement

Gold Street School is a unique and vibrant educational institution dedicated to fostering the early development and growth of Transitional Kindergarten (TK) students. Nestled in the heart of our community, Gold Street School prides itself on providing a nurturing and enriching environment where approximately 70 young learners embark on their educational journey.

At Gold Street School, we believe in the power of play-based learning, recognizing that children flourish when given the opportunity to explore, create, and discover through hands-on experiences. Our innovative approach promotes a love for learning, laying the foundation for a successful academic future.

Ensuring the well-being of our students extends beyond the regular school day with our SAFE (Supervised Activities For Everyone) afterschool program. This program not only offers a secure and supportive environment but also provides engaging activities that further enrich the educational experience of our students.

Music is an integral part of our curriculum, and students at Gold Street School enjoy weekly music classes, fostering a love for the arts from an early age. This exposure not only enhances their creativity but also contributes to their overall cognitive development.

Gold Street School takes pride in its commitment to inclusivity, offering a range of specialized programs to meet the diverse needs of our students. Our Special Education program, along with speech and language services, ensures that every child receives the individualized support they require to thrive academically and socially.

Recognizing the importance of linguistic diversity, Gold Street School provides an English Language Learner (ELL) program, facilitating language acquisition and integration for students from various cultural backgrounds. This program promotes a multicultural learning environment, fostering understanding and appreciation for diversity.

Our commitment to inclusivity extends to our playground, designed to be fully accessible to all students, including those with diverse abilities. The inclusive playground encourages social interaction, physical activity, and the development of essential social skills.

2025-26 School Description and Mission Statement

Gold Street School is also honored to host a Special Day Class preschool on-site, operated by the county office of education. This collaborative effort ensures that all children, regardless of their individual needs, have the opportunity to receive quality education in a supportive and inclusive setting.

In summary, Gold Street School stands as a beacon of excellence in early childhood education, where a play-based learning format, inclusive programs, and a commitment to individualized support converge to create a nurturing and enriching environment for our TK students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	164
Total Enrollment	164

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53
Male	47
American Indian or Alaska Native	8.5
Asian	4.3
Black or African American	1.2
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	1.2
Two or More Races	13.4
White	39.6
English Learners	4.3
Foster Youth	4.3
Homeless	2.4
Socioeconomically Disadvantaged	78
Students with Disabilities	9.1

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned 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)			48.6	92.41	231142.4	83.24
Intern Credential Holders Properly Assigned			1	1.9	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			2	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			1	1.9	11746.9	4.23
Unknown/Incomplete/NA			0	0	14303.8	5.15
Total Teaching Positions			52.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	3	69.93	45	81.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	3.6	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	30.3	4.2	7.73	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.2	7.57	13705.8	4.91
Total Teaching Positions	4.2	100	55.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers			1
Misassignments			0.2
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			1.3

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			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

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core subject area committees of teachers and administrators meet to review textbooks and instructional materials for adoption. Those committees make recommendations to the District Curriculum Committee. The District Curriculum Committee then makes a recommendation to the local governing board. Classroom teachers are the majority of members on the District Curriculum Committee. Adoptions are consistent with the content and cycles of the State Curriculum Frameworks. Current, Standards-based textbooks and instructional materials are purchased and assigned to all students. The District has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Year and month in which the data were collected

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	0
Mathematics	Singapore math	0
Science	Twig Science	0
History-Social Science	California Weekly	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	

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

School Facility Conditions and Planned Improvements

Yreka Primary School was built in 1953, adding a second wing and a multipurpose room in 1958. The name was officially changed to Gold Street School in the 1970s. The campus comprises approximately ten acres. We have various grass fields, three large blacktop areas, and an outdoor science/environmental classroom for children. We also have recreational equipment on two separate playgrounds, which include swings, slides, and a climbing apparatus. Gold Street School was reopened in August 2023 and has four TK classes. One of the classrooms is exclusively housing the County Special Day Class. In the Fall

School Facility Conditions and Planned Improvements

of 2023, the lower playground equipment was removed, updated, and replaced with a safe, all-inclusive playground for our TK students. In January 2024, the playground safety flooring will be replaced with poured-in-place rubber safety surfacing.

Gold Street is well maintained for its age. Our solid custodial/maintenance staff works hard to keep our campus looking excellent and in good working order. In the summer of 2023, extensive changes were made to accommodate our Tk students. Secure perimeter fencing with gated locks, including six-foot privacy fencing, was added to the entrance gate; panic hardware was also installed on this entrance gate. The site was updated with complete wi-fi, and a new security camera system. Six classrooms, the staff room, and the Principal's office were repainted. All these rooms were sanitized, and the floors were stripped and waxed. The blacktop was resurfaced, and new surface paint was added. There will be updates to the heating and cooling system in the Summer of 2024. Some of these outdated units will be replaced entirely. Additions in 2011 included new windows, new heating and air conditioning, sewer line replacement, the completion of a new roof, and cafeteria table replacements. The Gold Street Cafeteria was reroofed during the summer of 2010. A heat pump was replaced in Room 8 in February 2011. An additional heat pump was replaced in Room 10 in December of 2011. The exterior of Gold Street School was painted in the summer of 2011.

Overall, we provide an excellent learning environment for our students. We are constantly looking for ways to improve our site. We recently upgraded all classroom computers, added outdoor seating and eating areas, and developed an outdoor garden for student use. In the Summer of 2024, a new solar shade structure will be erected.

The buildings and restrooms are in good condition, cleaned daily, and adequate for the number of students served. The District has scheduled maintenance of all of the facilities. Adult supervision is available for students beginning at 7:45 A.M. The students go to the cafeteria, where paraprofessionals supervise them until they can go to their classrooms at 8:15. During lunch, at least three adult supervisors supervise the students. After school, students are walked to their buses by supervising adults, and adults wait with students until their parents or guardians arrive to pick them up. All students have the option of attending the SAFE program.

The parking lots will be resurfaced in the Summer of 2023. They will be fogged and painted. The last resurfacing was in 2009; the parking lot behind the school, the lower playground, and the middle playgrounds were all resurfaced. The entire school has been updated to be handicapped accessible.

Regular facility maintenance typically includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	November 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Summer of 2024 several HVAC units are scheduled to be replaced.
Interior: Interior Surfaces	X			Six classrooms have been painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No pests or vermin detected August 2023. Painted exterior of the school-July/August 2011.
Electrical	X			All lighting has been updated to energy efficient LED completed in December 2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Installed automatic faucets in boys and girls restrooms-December 2011.
Safety: Fire Safety, Hazardous Materials	X			Fire Extinguishers are up to date 2023
Structural: Structural Damage, Roofs	X			Roof was coated in July 2023 with a twenty year product
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All external areas have been secured and updated. Security cameras were added in July 2023.

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 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.

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)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			15.86	22.4	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

2024-25 California Physical Fitness Test Participation Rates

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

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.

2025-26 Opportunities for Parental Involvement

The majority of our parent involvement comes through the School Site Council (SSC). Each year, we solicit for volunteers to sit on the Council. Parents can be elected as voting members or simply come and be an active voice. Currently, we have a strong SSC that works closely with the administration and the teachers. Parents are also encouraged to volunteer in the individual classrooms throughout the year. Parents are also a vital part of our many field trips throughout the year. Parents working within the community have also assisted with and planned field trips to local work environments. We have monthly "Playdates with Parents" where parents can come and play with their students in the classroom.

For more information on how to become involved, contact Amy Dunlap, Principal, at (530) 842-3561.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	180	177	46	26.0
Female	90	90	23	25.6
Male	90	87	23	26.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	15	5	33.3
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	13	27.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	5	23.8
White	84	81	18	22.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	143	142	46	32.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	18	6	33.3

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 data.

Suspensions								
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
	0	0	5.21	5.69	4.94	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
	0	0	0.1	0	0.21	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.

2024-25 Suspensions and Expulsions by Student Group

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

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.

2025-26 School Safety Plan

The Gold Street School Safety Plan was reviewed and updated by the SSC in February 2010.

The plan is reviewed yearly and addresses the following issues:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Teacher notification of student behavior
- Sexual harassment
- Board policy dress code
- Safe ingress and egress
- Safe and orderly school environment
- Site rules and procedures

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.

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
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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
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2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	1	

2024-25 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	0

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 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	0	0	0	0
District	N/A	N/A	13659.08	\$81,806
Percent Difference - School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	0	0

Fiscal Year 2024-25 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

Fiscal Year 2024-25 Types of Services Funded

- Class Size Reduction (grades K-3)
- Title I (grades K-8)
- Gifted and Talented Education (grades 4-8)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,914	\$55,248
Mid-Range Teacher Salary	\$78,715	\$80,746
Highest Teacher Salary	\$102,986	\$109,655
Average Principal Salary (Elementary)	\$160,379	\$133,828
Average Principal Salary (Middle)	\$134,602	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$183,187	\$155,954
Percent of Budget for Teacher Salaries	26.45%	25.26%
Percent of Budget for Administrative Salaries	6.35%	6.12%

Professional Development

First and second year teachers go through the Beginning Teacher Support and Assistance program (BTSA) to support them in the early years of their career. Teachers attend staff trainings and workshops that are relevant to their work assignments. The District has seven collaboration days scheduled during the school year. These are minimum days that allow time for staff collaboration and training.

Several days throughout the year are dedicated to staff and professional development. During the 2009-2010 school year seven minimum days were held. The primary focus of those days was utilizing grade level teams to work on improving instructional practices. Staff utilizes Professional Learning Communities where they use a structure to work in their grade level teams to improve assessment and instructional practices.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement			