

Grand Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Grand Oaks Elementary School
Street	5309 Grand Avenue
City, State, Zip	Shasta Lake, CA 96019
Phone Number	(530) 275-7040
Principal	Kati Parsons
Email Address	kparsons@gwusd.org
Website	http://goes.gwusd.org
County-District-School (CDS) Code	45-75267-6050579

Entity	Contact Information
District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	James Harrell
Email Address	jharrell@gwusd.org
Website	www.gateway-schools.org

School Description and Mission Statement (School Year 2019-20)

Grand Oaks is a 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 students to reach their maximum potential. The students' 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	54
Grade 1	37
Grade 2	30
Grade 3	35
Grade 4	36
Grade 5	38
Total Enrollment	230

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	6.5
Asian	2.2
Hispanic or Latino	11.7
White	71.7
Two or More Races	7
Socioeconomically Disadvantaged	81.3
English Learners	3.9
Students with Disabilities	12.2
Foster Youth	0.9
Homeless	

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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11.80	11.40	11.40	111.80
Without Full Credential	.40	0	.30	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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.

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	No	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Grand Oaks has maintained a Facility Inspection Tool overall rating of exemplary for the fifth year in a row. This is a testament to our custodial and maintenance crews which place a priority on safety, cleanliness and school facility quality.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall 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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	25	37	34	50	50
Mathematics (grades 3-8 and 11)	31	30	33	30	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	110	99.10	0.90	25.45
Male	64	63	98.44	1.56	23.81
Female	47	47	100.00	0.00	27.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander					
White	76	75	98.68	1.32	26.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	98	97	98.98	1.02	24.74
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	6.25
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	110	99.10	0.90	30.00
Male	64	63	98.44	1.56	34.92
Female	47	47	100.00	0.00	23.40
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander					
White	76	75	98.68	1.32	28.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	98	97	98.98	1.02	30.93
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Note: 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.

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.5	37.8	45.9

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. Parents who wish to participate in Grand Oaks Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact Principal Kati Parsons at the school's office at (530) 275-7040, by e-mail at kparsons@gwusd.org, or visit the school's Web site at <http://goes.gwusd.org>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.4	3.1	1.1	10.6	8.6	8.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Grand Oaks Elementary School's Safety Plan is updated each school year by the School Safety Committee. It is also monitored every one to two months by the School Safety Committee. The safety of students and staff and providing a positive learning environment are primary concerns of Grand Oaks Elementary School.

The Safety Plan was last reviewed and discussed with the staff in January 2020. 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 of the students.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		21	1	2		23		3	
1	21		1		21		1		21		1	
2	20	1	1		25		1		20	1		
3	23		2		26		2		23		2	
4	27		1		24		1		26		1	
5	27		2		27		1		24		2	
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	383.3

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.9

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,912	\$2,427	\$7,485	\$74,340
District	N/A	N/A	\$9,912	\$67,051.00
Percent Difference - School Site and District	N/A	N/A	-27.9	10.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	4.9	4.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 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 the '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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,659	\$46,208
Mid-Range Teacher Salary	\$64,035	\$72,218
Highest Teacher Salary	\$88,262	\$92,742
Average Principal Salary (Elementary)	\$107,146	\$134,864
Average Principal Salary (Middle)	\$108,510	\$118,220
Average Principal Salary (High)	\$115,024	\$127,356
Superintendent Salary	\$154,868	\$186,823
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Annually, the District schedules three 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 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.