

Mno Grant 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	Mno Grant Elementary School
Street	4325 Spaulding Street
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7465
Principal	Janeen Zuniga
Email Address	JaneenZuniga@AntiochSchools.net
Website	https://www.antiochschools.net/mnogrant
County-District-School (CDS) Code	07 61648 6115380

Entity	Contact Information
District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
Website	www.antiochschools.net

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

Mission: Our goal is to educate the whole child to be a lifelong critical thinker and learner. Students will be academically and technologically literate. Students will learn to be effective collaborators and to take responsibility for their actions. We'll take them from Common Core standards to common sense application.

Vision: Mno Grant students will be provided a safe and nurturing learning environment. All students will have access to a comprehensive educational program that promotes individual worth. The Mno Grant Elementary community will focus on treating members of our learning community with respect by demonstrating responsibility for one's actions and learning. Mno Grant Elementary staff members, parents, and students will work cooperatively to provide an environment free from any forms of harassment.

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

Grade Level	Number of Students
Kindergarten	59
Grade 1	64
Grade 2	58
Grade 3	65
Grade 4	62
Grade 5	75
Grade 6	59
Total Enrollment	442

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	26.5
American Indian or Alaska Native	0.9
Asian	4.8
Filipino	5.4
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.5
White	12.4
Two or More Races	7.7
Socioeconomically Disadvantaged	70.1
English Learners	20.6
Students with Disabilities	15.8
Foster Youth	1.4
Homeless	0.2

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	26	27	24	702
Without Full Credential	1	0	0	29
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	93

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	0.2	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: December 2019

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	California Science, Pearson, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Health	Health Promotion Wave, Health Wave, Inc., © 2012 (Adopted 6/27/12)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 27 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 4 portables on the site. The school was constructed in 1998. The school opened in 1998.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

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: 2/1/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	203: loose baseboard under whiteboard. W/O #99121971 217: 1 stained ceiling tile replacement needs cutting W/O #134665 219: 2 stained ceiling tiles P1: 1 light cover missing P2: light deffuser broken W/O #134667 Special Education Portable: Broken/missing light diffuser W/O #99121970
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	108: 1 bad ballast W/O #134603 201 Speech Room: 1 bad ballast W/O #134453 208: 1 bad ballast W/O #99121816 210: 1 bad ballast W/O #99121706 211: 1 bad ballast W/O #99121796 212: 1 bad ballast W/O #99119722 220: 1 bad ballast W/O #134664
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	Playground: Play structure missing bolt on monkey bars. W/O #134669
Overall Rating	Good	

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)	25	28	32	30	50	50
Mathematics (grades 3-8 and 11)	15	16	19	18	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	254	250	98.43	1.57	28.00
Male	122	119	97.54	2.46	21.85
Female	132	131	99.24	0.76	33.59
Black or African American	72	71	98.61	1.39	23.94
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	42.86
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	101	99	98.02	1.98	26.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	27	100.00	0.00	18.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	24	24	100.00	0.00	33.33
Socioeconomically Disadvantaged	189	185	97.88	2.12	22.16
English Learners	68	66	97.06	2.94	21.21
Students with Disabilities	33	31	93.94	6.06	3.23
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	253	250	98.81	1.19	16.40
Male	122	119	97.54	2.46	15.97
Female	131	131	100.00	0.00	16.79
Black or African American	72	71	98.61	1.39	9.86
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	14.29
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	101	100	99.01	0.99	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	27	100.00	0.00	18.52
Two or More Races	23	23	100.00	0.00	30.43
Socioeconomically Disadvantaged	188	185	98.40	1.60	11.35
English Learners	68	67	98.53	1.47	8.96
Students with Disabilities	33	31	93.94	6.06	0.00
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	27.5	15.9	4.3

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)

Mno Grant staff members and administration encourage and welcome parent and community involvement. Teachers invite parents to volunteer in the classroom daily and to chaperone field trips. Adults are also invited onto the school campus to participate in special activities, such as Multicultural Night, Music and Choir Performances, Assemblies, Theatre of All Possibilities Performances, Honor Roll Ceremonies, as well as classroom events. The PTA and ELAC organize events such as Red Ribbon Week, Literacy Night and Book Fair, Movie Night, and our annual Craft Faire. The Mno Grant adult community members are encouraged to join and assist PTA and ELAC during the school year. Parents who are interested in learning more about how the school budgets can be utilized to support student learning are encouraged to apply for a School Site Council position during the annual elections each September. Please check our school website for further information regarding Mno Grant's School Site Council.

For more information on how to participate at Grant Elementary School, please contact the school office at 925.779.7465.

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	5.8	7.4	5.6	8.3	7.3	8.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed by the School Leadership Team and School Site Council in August and September 2019. The Safety Committee, as part of School Site Council, adopted the plan on September 30, 2019. The Safety Plan includes disaster and emergency procedures as well as daily school safety procedures for the entire school community. Procedures are implemented daily for a safe and orderly environment at all times. Fire drills occur on a monthly basis and disaster drills are planned throughout the school year. Grant Elementary is a PBIS school, with a focus on teaching each student to Be Responsible, Be Respectful and Be Safe. Student behaviors that are unsafe, irresponsible, or disrespectful are tracked in the school Aeries system. The school counselor and classroom teachers have taught all students the "Tools" for handling conflict and making positive choices through the "Toolbox" program. All teachers have been trained to use Kagan Cooperative Learning Structures in daily lessons, to promote student collaboration and engagement in the learning task. Staff analyzes behavior data and provides interventions to groups or individual students as warranted. All suspensions and serious discipline are reported to the California Safe Schools Assessment. AUSD has a zero-tolerance policy for weapons on campuses. The staff requires all guests to sign in at the school office upon arrival to campus.

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	22	1	2		27	1	5		28		2	
1	28		2		42		2	3	26		2	
2	26		3		38		3	3	34	1	1	3
3	24	1	3		51		3	4	47		3	3
4	32		2		58		3	4	29		2	
5	29		3		60		3	4	48		3	3
6	21	4	14		30		15	1	30		10	
Other**	8	1			13	3			53	3		9

*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*	442.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

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	\$7,453	\$1,141	\$6,312	\$84,147
District	N/A	N/A	\$9,036	\$79,380.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-35.5	9.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-65.7	6.4

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)

Mno Grant Elementary School receives funding from the State Government in categories of Title I, LCAP and General funds. These are used to provide supplies, books, professional development, differentiated instruction (reading and math interventions), enrichment courses within the school day (computer technology skills, music appreciation, Band, Choir, PE) and enrichment or intervention programs outside of the school day (online reading and math programs and math tutoring).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,624	\$51,374
Mid-Range Teacher Salary	\$76,277	\$80,151
Highest Teacher Salary	\$96,906	\$100,143
Average Principal Salary (Elementary)	\$124,648	\$126,896
Average Principal Salary (Middle)	\$131,978	\$133,668
Average Principal Salary (High)	\$144,450	\$143,746
Superintendent Salary	\$244,548	\$245,810
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

In the spring of 2019 teachers and administrators were involved in a collaborative process to redesign the content and delivery system of our three professional development days for the 2019-20 school year (August 5, 2019, November 1, 2019, January 6, 2020). As a result, the delivery system changed from prescriptive to a conference style, teacher choice format. The content for each learning session is organized into three domains: Academic Content, Social and Emotional Learning, and Technology. All certificated employees in the Antioch Unified School District participate in each of the three days of training. The first day included over 50 sessions for teachers to select from based on their identify area of interest or need. The second day was a blended approach with both a variety of sessions offered by the district and site selected and delivered sessions. The final day in January was hosted at the site level and a variety of resources were provided to sites to support their team's identified focus areas for training.

Below is a listing of prioritized content based:

- i-Ready Diagnostic Assessments
- Standards Based Learning and Grading
- NGSS content standards
- History-Social Framework
- Mindfulness
- AVID Strategies
- Google Classroom