

Grant Elementary School District

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	Grant Elementary School District
Street	8835 Swasey Dr.
City, State, Zip	Redding, CA 96001-9722
Phone Number	(530) 243-0561
Principal	Robert Effa
Email Address	reffa@grantschoolcougars.com
Website	www.grantschoolcougars.com
County-District-School (CDS) Code	45 70003 6050330

Entity	Contact Information
District Name	Grant Elementary School District
Phone Number	(530) 243-0561
Superintendent	Robert Effa
Email Address	reffa@grantschoolcougars.com
Website	www.grantschoolcougars.com

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

Principal's Message

The Grant Elementary School District is a one-site school district located five miles southeast of Redding in the community of Centerville. The school district serves approximately 90 preschool students and 635 TK-8 students. The Grant Elementary School District is committed to building an integrated learning community based upon the principles of dignity, competence, and individual achievement. We prepare students for the future. The District's core values are guided by the support for constant improvement in student achievement and opportunities with a shared responsibility by the District personnel and the Grant School Community, providing a safe, secure and well maintained campus, ensuring the District's ability to achieve and maintain long and short term financial stability, treating all stakeholders equitably, recognizing the common and diverse needs of all, and maintaining the District's right to make management decisions.

The Grant Elementary School District has a long history of excellence and commitment to meeting the needs of all students. Grant School students consistently perform well across all academic subjects and across all grade levels. The District is committed to working with all stakeholders including staff, parents, students, and local community members to provide the best TK-8 school experience for our students. The long history of success is a direct result of the partnership and involvement of the entire school community to help each student be successful and to create a school environment that the entire community can feel proud of.

The Centerville area is highly regarded as a desirable place to live. Many professional families choose to reside within the Grant attendance boundaries because of Grant's high academic standards. The excellent educational programs offered and the high academic performance of students attending Grant also attracts students from outside of the attendance area. Over 55% of the children enrolled at Grant live outside the District's boundaries.

The goals for the Grant School District include:

Safety: We create and maintain learning environments where students, staff, and parents feel welcome and safe.

Student Achievement: We ensure that all students will be either at or above grade level or making adequate progress towards being at grade level in reading, writing, math, and technology proficiency and all students will demonstrate at least one year of academic growth annually in each of these subjects.

Staff Development: We empower all personnel to develop expertise and competency in their areas of responsibility in order to provide a safe and welcome learning where our students will have the opportunity to acquire the skills that they will need for success in high school, college, and career.

Community Engagement: We partner with all stakeholders to develop and promote opportunities for all students and their families to engage in meaningful experiences at Grant School; we provide rigorous and relevant academic and social opportunities for all students.

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	66
Grade 2	69
Grade 3	65
Grade 4	74
Grade 5	71
Grade 6	63
Grade 7	76
Grade 8	61
Total Enrollment	633

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.3
Asian	2.2
Filipino	0.3
Hispanic or Latino	11.1
White	76.1
Two or More Races	9
Socioeconomically Disadvantaged	19.9
English Learners	0.3
Students with Disabilities	4.7
Foster Youth	0.2
Homeless	7.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	35	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	1

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: December 2019

The District adopts textbooks from the State-adopted Frameworks through a committee process. There are sufficient and up-to-date textbooks assigned to all students. Other instructional materials are purchased through teacher allocations and lottery funds. Teachers also augment these funds with money raised through the annual Jog-a-thon. The fundraiser places more than \$25,000 in the hands of teachers each year. Teachers also apply for local mini-grants through the PTO and the Centerville Education Foundation.

All students, including English Learners, have access to their own copy of the Standards-aligned textbooks approved by the State Board of Education and instructional materials in the core curriculum areas to use in class and to take home if necessary. Core curriculum areas include reading, language arts, math, science and social science.

The mission of the electives offered at Grant Elementary School is to foster success in the environment that develops the whole student. The elective teachers combine traditional and innovative lesson plans to help students develop, work, create, perform, and grow academically and socially. The classes foster an appreciation and competence of the visual and performing arts. Develop skills in foreign language acquisition. Develop their skills in science and technology and help students develop character and show respect for themselves and for the diversity found within their community and the world. Classes that have been offered include: Beginning & Advanced Spanish, Design Lab, Band, Choir, Technology, Minecraft, Robotics, Backpacking, Drama, Animation, Mountain Biking, Beginning and Advanced Choir, Book Club, Code Academy, Recreational Leadership, Yearbook, Study Hall, Math Support, and Reading Tutors.

In an effort to meet the needs of families, the district added a Home School program. The program services students in grades K-8 and provides the same rigorous, standards-based curriculum that is available in Grant classrooms to students and parents at home. It also provides the same extra-curricular activities like field trips, athletics, and electives to students in the Home School program.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys, 2016 McGraw Hill Study Sync, 2016	Yes	0
Mathematics	Houghton Mifflin Math Expressions K-6 2014 McGraw-Hill My Math 2014 CPM 7-8 2014	Yes	0
Science	Glencoe/McGraw Hill 2007 McGraw-Hill Science 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies Weekly Inc. (TK-5) Discovery Education (6-8)	Yes	0
Foreign Language	Pearson-Prentice Hall Realidades	Yes	0
Health	Glencoe 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in 1958. In the 2004-05 school year, less than half of Grant's 568 students enrolled were educated in portable buildings. With the passage of the November 2003 State Facilities Bond Act, the District received State funding; combined with the passage of a local bond to construct a middle school on its current site, that added a 10,000-square foot gymnasium with bleachers and wood floor, a visual/performing arts stage, a VAPA classroom, a library, computer lab and five classrooms. The middle school has been open since the 2004-05 school year.

The school grounds also include tennis courts, soccer, baseball and softball fields, which were paid for in part by generous donations from the community. An additional project with new construction of 8 classrooms and modernization of 4 other classrooms and the Main Office was completed during the summer of 2012. Most recent improvements to the campus include providing storage cabinetry in several classrooms, roof repair/replacement to several classrooms and the Main Office, HVAC replacement for the kitchen, overhauling the middle school Computer Lab to relocate the upper grade RSP classroom to better serve older students, and remodeling of the Learning Lab classroom space to increase capacity.

The district continues to make strides with classroom technology. Five years ago the wifi network was expanded throughout the campus. There are new computers and projectors/TVs in all classrooms. Some classrooms use Promethean Board technology to display and present instruction. The Promethean Board technology allows them to interact with the screen during instruction. Other staff members use the Microsoft Surface to interact with content that is presented to students. The district has invested heavily in Chromebook technology and are close to 1-1 across all grades. There are a total of 24 mobile carts of chromebooks to increase student access to technology in the classroom.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer line is cleared of roots semi-annually, leech field location is inspected monthly. New HVAC system installed in Kitchen.
Interior: Interior Surfaces	Good	Classroom teaching walls were installed in several classrooms. Music stage flooring was replaced. Carpet was installed in District Office, Library, and Middle School math class

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Staff trained in Integrated Pesticide Management
Electrical: Electrical	Good	Continuing the process of replacing halogen exterior lighting with more efficient LED lighting. Installed new school-wide intercom system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2nd grade wing restrooms in need of renovation.
Safety: Fire Safety, Hazardous Materials	Good	Shade structure to replace lost shade was installed in the fall of 2016, MUR bleachers were replaced in the fall of 2016, safety straps were installed on basketball standards above bleachers in large gym
Structural: Structural Damage, Roofs	Good	Roof replacement for Main Office
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior repainting of classrooms. Redistribute rubber bark regularly throughout the year. Kindergarten play structure needs to be replaced soon.
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)	76	78	76	78	50	50
Mathematics (grades 3-8 and 11)	69	65	69	65	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	409	394	96.33	3.67	77.66
Male	200	194	97.00	3.00	72.68
Female	209	200	95.69	4.31	82.50
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	64.58
Native Hawaiian or Pacific Islander					
White	311	297	95.50	4.50	79.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	36	36	100.00	0.00	86.11
Socioeconomically Disadvantaged	81	79	97.53	2.47	75.95
English Learners	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	47.06
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	93.75

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	410	395	96.34	3.66	64.81
Male	200	194	97.00	3.00	71.13
Female	210	201	95.71	4.29	58.71
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	58.33
Native Hawaiian or Pacific Islander					
White	311	298	95.82	4.18	66.11
Two or More Races	37	36	97.30	2.70	63.89
Socioeconomically Disadvantaged	81	78	96.30	3.70	60.26
English Learners	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	41.18
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	80.65

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	12.9	24.3	28.6
7	8.3	23.6	63.9

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)

We believe that parents are the key to the success of every child, and that every child has the ability to be successful. Home-to-school partnerships are essential to foster social responsibility in children. When issues arise, we believe parents are committed to being a part of the solution and not part of the problem. We believe and respect that parenting is a daily challenge, and that there are many ways to raise a child. It takes all of us working together as a community to prepare our children for the future.

Parents of children in the Grant Elementary School District are committed to being positive role models, remaining active and involved in the lives and education of their children, and fostering their children's self-esteem, honesty, character, and integrity as a precursor for them to mature and grow into responsible adults.

Parents can get involved in their child's education through a number of ways, including PTO, School Site Council, Sports Boosters, Music Boosters, Musical, Odyssey of the Mind, Centerville Education Foundation, Grant Garden, LCAP Advisory Groups, and as classroom volunteers. Grant School prides itself on a high level of parental involvement. The staff, Governing Board, and administration fully subscribe to the concept of "academic success through home-to-school partnerships."

The district seeks every opportunity to involve parents in the development of the Local Control Accountability Plan. Parents have the opportunity to attend parent conferences, open forums, Board Meetings, and School Site Council meetings. These meetings are designed to solicit input from parents and other stakeholders regarding district concerns, opportunities, and funding priorities. Proposed actions and services are shared with stakeholders to develop an effective plan for achieving the long-term goals of the district.

Grant Cougars are respectful, outstanding, academic, responsible, and safe. The goals for our students are to have respect and demonstrate responsibility, possess honesty and compassion, develop healthy social skills, see the necessity to become part of the community – through being actively involved in community service – and to abstain from poor choices. Parent involvement greatly increases the schools ability to accomplish these goals.

For more information on how to become involved at the school, contact PTO President Tracee Kelly at tjkelly731@gmail.com or the President of our Centerville Education Foundation, Kayleen MacMillan at kaymac95@att.net.

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	1.8	1.3	0.9	1.8	1.3	0.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is annually reviewed and amended in November of every school year. As part of this annual review process, the School Safety Plan is distributed to law enforcement and fire personnel and their feedback is used to revise the plan as needed. Procedures for various emergencies are contained within the plan and practiced throughout the school year. A copy of the School Safety Plan is located in the school office and was last reviewed, updated and discussed with faculty in the fall of 2019. Students and staff participate in emergency preparedness efforts which include routine drills such as fire evacuation, earthquake and lockdown drills.

The goals in our Safe School Plan include:

Create a school environment that prevents physical, verbal, social, and electronic media harassment and bullying through the process of educating students, parents, and staff and providing research-based resources and support for changing student behavior. By June of 2020, the percent of students surveyed that report being bullied will be reduced by at least 5% compared to the prior year. The physical environment at Grant School will be considered safe and welcome by all stakeholders. By June of 2020, Grant School will improve the lowest scoring demographic by 5% or more from the prior year while maintaining a 95% score for all other demographics of feeling safe and welcome at Grant School.

To maintain a safe school campus, school policy requires all visitors to sign in and wear visitors' badges during their stay at the school. The district recently provided first aid and CPR training for many of our staff assigned to yard supervision duties. Additionally, a total of 20 security cameras, fully fenced student areas, and the use of two-way radio communication between playground supervisors help to ensure a safe school environment. Staff members who provide supervision on the playground have been trained in Positive Behavioral Intervention and Supports to help promote student safety. The district also uses the Second Step social skills curriculum to teach students to listen, pay attention, control their behavior, and get along with others. The emphasis is placed in the lower elementary grades to serve as prevention for behavior issues as the students get older.

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	23		4		23		4		22		4	
1	22		3		23		3		21	1	2	
2	23		3		21	1	2		23		3	
3	25		3		22		3		21		3	
4	29		27	1	28		27	1	26		21	1
5	28	2	18	2	28	3	18	2	23	2	18	1
6	33	2	4	4	36	2	6	4	34	2	6	3
Other**	4	2			5	1						

*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*	791.3

*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)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	
Other	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	\$10,560	\$1,372	\$9,188	\$71,507
District	N/A	N/A	\$9,188	\$71,507
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	22.5	11.8

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)

The Grant Elementary School District is committed to dedicating resources to ensure that every student has the support needed to be successful. Intervention and support services are provided through our Learning Lab program. This program provides prescribed pull-out intervention through intensive instruction delivered in a small group setting. In addition to our Learning Lab, we have before and after school intervention programs provided by certificated staff for both reading and math. In the junior high program we offer Study Hall and Math Support as electives that students can take to receive the additional support they need. Support services through our School Counselor program are available to students and families. These services include at-risk counseling, divorce care, new student transition support, lunch buddy groups for social skill development, restorative chat with peer coaching, grade level restorative practices, college and career guidance for middle school, and delivery of Second Step social/emotional curriculum for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,220	\$45,252
Mid-Range Teacher Salary	\$64,807	\$65,210
Highest Teacher Salary	\$83,655	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$120,695	\$124,686
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	5%	7%

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	5	5	5

Professional development for all employees is a high priority in the Grant Elementary School District. Coursework taken by teachers is aligned with individual professional development plans and reviewed each year by the administration and teachers. On-site workshops are presented to teachers to develop instructional best practices that are aligned to the common core standards in english language arts, math, content areas, and technology.

For the previous three school years, Grant School has had five days each year dedicated to staff and professional programs. These were both formal and informal, on and off campus. In addition to the full days, the district provides 20 minimum days that allow staff to collaborate and hold parent/teacher conferences. The purpose of Professional Development is to develop required skills and competencies necessary to accomplish instructional and grade-level goals and objectives, grow personally and professionally, expand their creativity, and enhance communication between colleagues. Recent trainings that have been offered include Suicide Prevention, CPR/First Aid Certification, Trauma Informed Practices, Ed Tech, Google certification, English Language Arts curriculum review and adoption workshops, Next Generation Science Standards, Restorative Chats, Common Core Math, PBIS, Foster/Homeless Youth, and CAASPP preparation. There has also been a recent emphasis on the development of a writing curriculum continuum for grades TK-8th grades. Funding for state standards implementation was used to fund some of our professional development efforts, as was the recent Educator Effectiveness funding.

In addition to the staff development days, the district added a .26 FTE Educational Technology Adviser to provide ed tech support to both students and teachers. We also participate in trainings and collaboration opportunities provided through the Shasta County Office of Education.

In the development of the 2018-19 LCAP, Goal #3 Staff Development language was changed to reflect the district's responsibility to insure that all personnel, not just classroom personnel, receive training to build capacity and expertise in their respective areas of responsibility. With that we have recently sent our Transportation Lead to a state-wide forum for training and have enrolled a group of paraprofessionals in some off-campus training opportunities. Training is extended to and required in our building maintenance and operations and our food services teams as well.