

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	Grant Elementary School
Street	879 Grant Ave.
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-3711
Principal	Joshua Jackson
Email Address	jjackson@slzusd.org
Website	http://grant.slzusd.org/
County-District-School (CDS) Code	01-61309-6002604

Entity	Contact Information
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Daryl Camp, Ed.D.
Email Address	dcamp@slzusd.org
Website	https://www.slzusd.org/

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

Welcome to Grant Elementary School! Our school is a wonderful place where teachers, staff, students, and parents work together to create an environment where children love to learn. Located in the heart of the San Lorenzo community, Grant School is home to approximately 420 students in a family-like atmosphere, where they are nurtured and supported by exemplary and dedicated staff. We are a Title I school and our educational program is supported by 17 classroom teachers, a Special Education teacher, a Speech and Language Therapist, a school Psychologist, two teachers on special assignment, a bi-lingual instructional assistant, a Library Media Specialist, a Music teacher and a Physical Education teacher. In addition, a Medi-Cal counselor is on site to support students with mental health needs.

Grant's vision is as follows:

Grant School is a community of learners united in joy, compassion for one another and high standards for all. Teachers and staff build relationships with students that foster strategic thinking and facilitate students' belief they can accomplish anything they set out to do.

The sky is the limit.

- joy
- equity
- kindness
- community
- high expectations
- grant school

We encourage you to be a part of the exciting learning activities at Grant School. Families can volunteer in many ways: assist in the classroom, join the Parent Teacher Association (PTA), attend School Site Council (SSC) and School Advisory Council (SAC) meetings, be a part of the English Learner Advisory Committee (ELAC), or lend a hand on special school wide projects. Please join other families in our Family Center which is open every morning, except Tuesday, from 8:45 - 10:30. Family involvement is not only welcomed, it is essential to the success of our school. We are also pleased to offer many workshops for our families on a variety of topics (Parenting skills, computer/employment skills, fitness and nutrition, literacy, learning about the common core state standards and more!)

We know our school is special and are so grateful to be a part of this wonderful learning community!

Sincerely, Joshua Jackson

District Mission and Vision Statement (taken from the Local Control Accountability Plan, LCAP, 2013-14)

The San Lorenzo Unified School District teachers and staff will collaborate with families and the community to cultivate safe learning environments and ensure equitable opportunities and outcomes for all students.

All students will become engaged community members contributing to, and becoming good stewards of, our changing world. All students will reach their highest potential as creative and critical thinkers prepared for college, career and life-long learning.

Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education, experience and support from educators, families and the community

Grant School Vision and Mission Statements

Equity

To become an actively anti-racist community we will:

- Have a clear and focused lens that admits racism exists at Grant School and to bravely acknowledge that having conversations around race will be uncomfortable.
- Understand how our behaviors and practices are linked to our expectations of student achievement.
- Clearly define classroom, school-wide and community strategies that will accomplish the task of helping to heal the effects of racism.
- Gain and improve skills and strategies to teach students of all races, cultures and language backgrounds by creating new tools, improving old tools and remaining flexible.
- Use authentic data to identify achievement gaps.
- Consider diversity and language abilities when hiring new staff and develop the multilingual skills of existing staff.
- Understand that our moments of discomfort are also our moments of greatest learning.

Math

Our mission is to provide a high quality, challenging and accessible mathematics education to our students.

We believe the following:

- Learning mathematics is maximized when teachers focus on mathematical thinking and reasoning.
- Learning mathematics is enhanced when content is placed in context and is connected to other subject areas and when students are given multiple opportunities to apply mathematics in meaningful ways as part of the learning process.
- Computational skills and number concepts are essential components of the mathematics curriculum.
- It is our responsibility to enable all students to formulate, analyze, and solve problems proficiently.
- Students use diverse strategies and different algorithms to solve problems, and teachers must recognize and take advantage of these alternative approaches to help students develop a better understanding of mathematics.
- The assessment of mathematical understanding must be aligned with the content taught and must incorporate multiple sources of information, including standardized tests, quizzes, observations, performance tasks using rubrics, and mathematical investigations.
- Use of scaffolding for linguistic needs of students.
- Students will be able to explain their thinking by writing about their work in math.

Literacy

Our mission is to provide a high quality, challenging and accessible literacy education to our students. Grant School has long embraced proven practices in literacy instruction and we continue to gain expertise as we adopt the Lucy Calkins et al's work in reading and writing workshops as it aligns with the CCSS in English (Pathways to the Common Core). Grant School has a balanced literacy program that includes English Language development, differentiated instruction, flexible and need-based guided reading groups in reader's workshop model (minilesson, independent work, conferencing, partner and whole group share, and strategies teaching) writer's workshop with a focus on specific and timely feedback given during conferences, word work and spelling, phonemic awareness, explicit teaching of comprehension strategies, use of nonfiction and fiction text, book talks and instruction in how to write for multiple purposes and for multiple audiences. Our literacy program includes intervention for the struggling readers and writers and we have fully implemented the Reading Recovery program. We know that children who achieve proficiency in reading by third grade are far more successful in school and we are committed to early intervention and using best practices in literacy and ELD to close this achievement gap. We use Fountas and Pinnell Benchmark assessments and monitor our students' progress with assessment walls for reading scores and writing prompts which are scored collaboratively using common rubrics aligned to the CCSS. As well the TSAs monitor performance and progress with literacy profile reports tied to the grading periods. We love reading and writing at Grant School and we work hard to spread that joy to our students! We believe that literacy is the key that unlocks doors. It is accomplished with the high expectations and the understanding of how children learn best. Literacy is communication...Joy...Power.

English Language Development

Our mission is to provide a high quality and accessible ELD education to our English learner students. We believe English learners acquire language with teachers using strategic instruction based on language proficiency levels. We know that EL students benefit from leveled questions around content based on language levels and we know that ELD is woven into all content areas and throughout the day. We aim to immerse our EL students in rich literacy environments and expect students to practice oral language in all contexts. We strive to teach academic language and use scaffolds and strategies to link students with content. We know that children learn English by talking with partners, small groups (heterogeneously and homogeneously grouped), and in the whole group. We expect during ELD time that EL students will do at least half of the talking in the classroom, giving students ample time to discuss and deepen their learning and teachers time to listen in and assess to impact instruction. We embrace professional development and collaboration to help us grow in our understanding of ELD and how language is acquired. We look to learn more about the ELD standards of the CCSS. Programs such as SEAL charge us to do the work to move our English Learners through the proficiency levels. And lastly we know that our workshop model in teaching reading and writing and our math instruction can be tailored to build language and include all EL students, regardless of proficiency level. We strive to give access to our English Learners to academic excellence and in doing so, continue to close the achievement gap for them.

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	68
Grade 2	79
Grade 3	68
Grade 4	62
Grade 5	45
Total Enrollment	403

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.7
Asian	15.1
Filipino	9.2
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	0.7
White	10.2
Two or More Races	4
Socioeconomically Disadvantaged	55.6
English Learners	38
Students with Disabilities	8.2
Homeless	0.7

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	22	21	21	473
Without Full Credential	0	0	0	19
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	2	1
Total Teacher Misassignments*	0	2	1
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: November 2019

Schools in the San Lorenzo Unified School District (SLUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the district-adopted curriculum adoption cycle. The SLUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, Fountas and Pinnell Classroom, 2018 Adopted 2018 for TK-3 Adopted in 2019 for 4th and 5th Writing, Lucy Calkins Units of Study, 2013 Adopted in 2013	Yes	0%
Mathematics	Mathematics, Scott Foresman enVision Math, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities include 21 classrooms, a computer lab, a music room, a Resource Specialist room, a Speech Therapy room, a Reading Recovery Center, a Parent Resource Center and a multi-purpose room with a stage and a kitchen. A new wing was added to the campus in 2009 (thanks to funding by voter approved Measure E bonds) which houses a new library as well as three new classrooms. There are 30 laptops in our computer lab, six student labs in the new library and at least one computer in every classroom. We have Chromebook carts for 3-5 classrooms and I-pads for student use in grades TK-2. There is a large grassy field and a hardtop surface for games. Two school gardens and classroom patio gardens help to create a beautiful and outdoor learning environment.

We have a full time day and night time custodian. The district provides a preventive maintenance crew that visits ten days per school year to ensure that buildings and grounds are in good order. Other District-level facilities and operations staff members respond quickly to safety issues every day of the year.

Originally built in 1953, Grant School reopened in the fall of 1998. The facility was updated for computer use during a modernization phase in 1998.

A drop off lane in the front of the school was constructed during the summer of 2011 and became operational for the school year 2011-2012.

Grant School had the exterior painted and the wooden handrails replaced with powder coated rails in 2013/14.

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: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Restroom floors have "bubbled up" and need repair. Classroom cabinets need paint. Ceiling tiles need repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Leaks.
Safety: Fire Safety, Hazardous Materials	Poor	Personal small appliances need removed as they are not safety compliant.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Cracks in patio, cement uplifting and holes in blacktop.
Overall Rating	Fair	

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)	36	33	39	37	50	50
Mathematics (grades 3-8 and 11)	26	25	27	26	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	178	176	98.88	1.12	32.95
Male	90	90	100.00	0.00	33.33
Female	88	86	97.73	2.27	32.56
Black or African American	15	15	100.00	0.00	6.67
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	37.04
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	91	89	97.80	2.20	26.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	19	19	100.00	0.00	47.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	111	109	98.20	1.80	25.69
English Learners	81	79	97.53	2.47	30.38
Students with Disabilities	25	25	100.00	0.00	4.00
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	178	177	99.44	0.56	25.42
Male	90	90	100.00	0.00	33.33
Female	88	87	98.86	1.14	17.24
Black or African American	15	15	100.00	0.00	6.67
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	51.85
Filipino	18	18	100.00	0.00	33.33
Hispanic or Latino	91	90	98.90	1.10	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	19	19	100.00	0.00	36.84
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.10	0.90	21.82
English Learners	81	80	98.77	1.23	27.50
Students with Disabilities	25	25	100.00	0.00	4.00
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	23.3	16.3	23.3

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)

Parents, guardians, and members of the community participate in various organizations that emphasize working collaboratively with staff members. Grant Elementary has an active PTA that supports the instructional program and provides extracurricular activities. The SSC and ELAC participates in establishing goals, identifying strategies for meeting goals, building a budget that supports the school plan, and monitoring it on an ongoing basis in accordance with the District School Board policy.

Many parent involvement activities and celebrations are held throughout the year. Volunteerism is valued. Parents are encouraged to volunteer and be involved in ways they would like to contribute. Informational events and written communications suggest ways for parents and guardians to support their child's learning at home. Principal's newsletters, classroom communication from teachers, and weekly envelopes/folders keep families well informed of all activities. An inclusive community is built by sponsoring school wide events. These events include, but are not limited to: Parent Education Nights, Family Literacy and Math Nights, Open House, Science Nights, STEM Nights, SEAL gallery walks, cultural festivals, school-wide-sing-a-longs, Family Workshops, Back-to-School Night, Grant's Annual Art Auction, Ice Cream Socials and our well attended Potlucks. In addition, there are regularly scheduled PTA meetings, SSC meetings, ELAC meetings, and principal-led school tours. A favorite tradition of gathering and learning together is the "Coffee with the Principal" mornings where families and staff share information and learn together.

In addition, we are thrilled to provide our Family Resource Center which opened its door December, 2010. The Center offers many resources and classes for families. We offer the School Smarts Parent Academy where parents and family members learn about the school system, growth mindset, navigating school meetings, and how to support their student in school.

For more information on how to become involved, contact Joshua Jackson, Principal, at (510) 317-3711.

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	2.1	0.7	0.9	4.5	4.9	4.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Grant School and its staff is committed to providing a safe, clean and academically rigorous environment. We believe that in order to learn students must first feel safe. In our classrooms, teachers are skilled at conducting class meetings/community circles as well as having high expectations for student behavior. Grant School is implementing the practice of Restorative Justice as a way to serve children in developing two very important resources needed for academic success. First, students will develop the emotional resource of being able to choose and control emotional responses and second, for students to have frequent access to adult relationships and role models who are appropriate, nurturing and supportive. To support these efforts, teachers and staff have been trained in the Toolbox Curriculum - a social/emotional curriculum that empowers children in developing the tools they need to be successful both academically and socially/behaviorally. Such daily restorative practices correlate directly to a safe school environment.

There is an Emergency Operations command structure in place, and all staff have specific assignments in case of an emergency (such as first aid, search and rescue, emergency student dismissal, food/shelter, and safety). A flow chart of assigned duties and a description of duties has been distributed to all staff. There is a freestanding metal storage shed housing two 50-gallon drums of water, first aid supplies, and other emergency supplies. Furthermore, each teacher has an emergency backpack in his or her classroom with special emergency supplies.

Throughout the year, the staff receives disaster preparedness training. In addition, there is regularly scheduled disaster, fire, shelter-in-place and intruder drills rehearsed each month. The knowledge gained from our training, research, and drills has been incorporated into the School Safety Plan. This plan includes information about child abuse reporting, sexual harassment policy, dress code policy, the Grant School Code of Conduct, and the District wide Safety Plan, as well as disaster preparedness. The School Safety Plan is available for review on the school's website.

The School Safety Plan was most recently reviewed, updated and discussed with school faculty in September of 2019. Electronic copies of the plan have been shared with all members of the staff. Several hard copies are available on campus for reference.

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	20	2	2		20	3	1		20	2	2	
1	23		3		24		3		23		3	
2	22		3		22		3		26		3	
3	23		3		22		3		23		3	
4	31		2		31		2		31		2	
5	30		2		29		2		23		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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	.2
Nurse	.15
Speech/Language/Hearing Specialist	.5
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	6552	282	6270	80815
District	N/A	N/A	1913	\$82,585.00
Percent Difference - School Site and District	N/A	N/A	106.5	-2.2
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-18.0	3.5

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)

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

- Title I (Basic Grant)
- Title III (for Limited English Proficient students)

LCAP Funds

- Beginning Teacher Support and Assessment (BTSA)
- Special Education (Speech and RSP)
- National School Lunch Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	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			

On going Professional Development Outlook:

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding. Professional development is on-going at the site where staff meetings and common planning times are dedicated to continued growth. The District provides a District TSA to support our work in assessments and balanced literacy practices.

Grant school is dedicated to a coaching model and teachers on special assignment (TSA) works with classroom teachers to improve their skills and knowledge base. Teachers are released to observe model teachers and have built in time for reflection and debriefing with colleagues. The site is to be commended for its professional learning community.

A school wide professional development focus continues to be on equity, Restorative Practices (Toolbox), Literacy instruction as well as best Math practices. Collaborating, visiting, sharing, modeling and debriefing with colleagues is supported and emphasized.

2018-2019 Focus:

- Continued work to support the implementation of Balanced Literacy - Specifically Fountas and Pinell Classroom for TK-3rd Grades, - Staff Meetings Prof Development, Classroom Literacy Team visits, and Coaching Support
- Continued work to implement The Units of Study in Writing - Coaching support, planning support
- Continued work to deepen our mathematics instruction via site-based math professional development - focus on Number Talks
- Establishing a shared understanding around English Language Development - Specifically Designated ELD - Staff Meeting Prof Development
- Continued work with Restorative Practices in classrooms and with School-side Discipline

Professional Development for New Teachers:

Through participation in the East Bay Beginning Teacher Support and Assessment (BTSA) Induction Program, the District secures support providers to work with our new teachers. Through this BTSA Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing. Grant currently has one teacher accessing this program.