

# Grant Elementary

## 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
Street	200 Grant Ave.
City, State, Zip	Petaluma, CA 94952-4811
Phone Number	(707) 778-4742
Principal	Amanda Grey
Email Address	agrey@petk12.org
Website	<a href="http://www.grantelementary.org">www.grantelementary.org</a>
County-District-School (CDS) Code	49708546051940

Entity	Contact Information
<b>District Name</b>	Petaluma City Elementary School District
<b>Phone Number</b>	(707) 778-4813
<b>Superintendent</b>	Gary Callahan
<b>Email Address</b>	gcallahan@petk12.org
<b>Website</b>	<a href="https://www.petalumacityschools.org/grant">https://www.petalumacityschools.org/grant</a>

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

Grant Elementary School is one of six K-6 schools in the Petaluma City School District. Located 32 miles north of the Golden Gate Bridge in Sonoma County, our town is proud of our heritage as the “Egg Capital of the World,” where in 1875 Petaluma resident Lyman Byce invented the first chicken incubator.

Grant parents and volunteers along with other school sites strongly support our schools and have passed parcel taxes to maintain and extend school programs in 2004 and 2007 with voter majorities of over 70%. And in 2014 a Bond Measure passed to support 21st Century infrastructure and facilities.

### Grant Staff

Our dedicated staff takes pride in seeing our students change and grow through their entire elementary experience whether it is:

Matching big buddies with little buddies which develops a strong bond over the years.

Teachers view all students as ours.

We use BEST as our all-school behavior system, supported by Caring Schools Community for class meetings and problem-solving with Toolbox as a primary support around self-monitoring and working with others.

As our students grow up and go off to junior high, we are confident that we have done our part to foster the “leaders and stewards of tomorrow.”

### Balanced Achievement, Leadership, and Stewardship

We are proud of our comprehensive approach to increased student achievement. At the same time, we value Grant's role in creating and sustaining a caring school community which keeps our students safe, happy, productive, and connected to school.

Children and families arrive at school with smiling faces and greet our principal on the front sidewalk who eagerly awaits their arrival each day. Our school's BEST

### 2019-20 SARC - Grant Elementary

(Building Effective Schools Together) approach focuses on positive language that guides student behavior and sets a tone of care and positive expectations.

We gather every week for our all-school BEST assembly, and we sing out with great spirit our school song, “I am a promise. I am a possibility.” Our assemblies are the heart and soul of our school week. All of our BEST assembly activities are designed to create connections for students and to honor every child as a valued member of our school community.

Grant students are the promise and the possibility for the future!

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	62
Grade 2	56
Grade 3	66
Grade 4	42
Grade 5	51
Grade 6	50
Total Enrollment	381

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	4.7
Hispanic or Latino	11.3
White	74.5
Two or More Races	9.2
Socioeconomically Disadvantaged	10
English Learners	1.6
Students with Disabilities	8.9
Foster Youth	0.3
Homeless	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	19	274
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders ELA Authors   ELA/ELD K-5	Yes	0.0
Mathematics	Everyday Math	Yes	0.0
Science	FOSS K-5 Amplify Grade 6	Yes	0.0
History-Social Science	Pearson Scott Foresman (K-5)  TCI (6) History-Social Science - Scott Foresman	Yes	0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Overall, the school facility is good repair.

### 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: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	74	70	56	56	50	50
<b>Mathematics (grades 3-8 and 11)</b>	68	70	50	52	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	211	209	99.05	0.95	70.33
Male	108	107	99.07	0.93	59.81
Female	103	102	99.03	0.97	81.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	91.67
Filipino					
Hispanic or Latino	23	23	100.00	0.00	56.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	149	147	98.66	1.34	70.75
Two or More Races	25	25	100.00	0.00	76.00
Socioeconomically Disadvantaged	23	22	95.65	4.35	68.18
English Learners	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	25.93
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	211	209	99.05	0.95	69.86
Male	108	107	99.07	0.93	64.49
Female	103	102	99.03	0.97	75.49

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	91.67
Filipino					
Hispanic or Latino	23	23	100.00	0.00	69.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	149	147	98.66	1.34	69.39
Two or More Races	25	25	100.00	0.00	64.00
Socioeconomically Disadvantaged	23	22	95.65	4.35	54.55
English Learners	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	18.52
Students Receiving Migrant Education Services					
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	11.8	31.4	35.3

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)

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Opportunities for parents to get involved include:

Classroom volunteers: Volunteers help on a regular basis in their own child's classroom, or with field trips and special events. Some parents with limited time provide enrichment to classes as guest presenters, or help with special school projects.

Room parents: Each class has a room parent who works with the teacher to organize class parties, help with the telephone directory and assist with other parent volunteers.

Room parents and parent volunteers also assist with field trips and art docent lessons.

Grant School Parent Teacher Association (PTA): All parents and teachers are invited to become members of the Grant School PTA. Meetings are held quarterly in the library. You may attend meetings even if you are not officially a member, but you must be a member to vote. The PTA's mission is to improve the quality of our children's educational experience, to promote parent involvement in the school, and assist parents in developing skills they need to nurture children. The PTA organizes events and fundraisers to meet its goals and objectives.

School Site Council (SSC): In addition to developing the School Plan for Student Achievement, SSC members monitor and evaluate the plan as well as facilitate communication between the school and the community. The SSC consists of parents and staff members, the majority of which should be teachers. Meetings are open to the public.

For more information on how to become involved, contact Lisa Johnson, PTA President at (707) 778-4742.



## 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	3.8	2.7	0.8	4.1	3.4	3.0	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)

This plan was last reviewed in August 2019.

Goal 1: 80% of parents, students, and staff will participate in a school climate and safety survey by May 2020 in order to inform the committee on our goals.

Goal 2: Grant Elementary School will be better prepared to manage a disaster by May 2020.

Grant conducts monthly safety drills and three-times-a-year faculty emergency training. Adult supervision with a ratio of 1:100 is provided before school, during recess and lunch, and after school. Grant follows the suspension/expulsion policies of the Petaluma City School District. We had five suspensions during the school year 2018-19. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019.

## 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	26		2		20	2	1		22	1	2	
1	19	3			26		1		25		2	
2	25		2		25		3		28		2	
3	28		2		27		2		22		3	
4	26		2		25		2		21		2	
5	32		2		28		2		26		2	
6	29		2		30		2		25		2	
Other**					26		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*	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.8

\*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	\$7,019.59	\$1,162.11	\$5,857.48	\$76,347
District	N/A	N/A	\$1,053.38	\$71,087
Percent Difference - School Site and District	N/A	N/A	139.0	7.1
State	N/A	N/A	\$7,506.64	\$80,680
Percent Difference - School Site and State	N/A	N/A	-24.7	-5.5

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)

Our school PTA helps to fund our PE teacher to provide classes with one PE session per week.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,289	\$49,084
Mid-Range Teacher Salary	\$58,449	\$76,091
Highest Teacher Salary	\$83,968	\$95,728
Average Principal Salary (Elementary)	\$106,400	\$118,990

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$103,400	\$125,674
Average Principal Salary (High)	\$111,062	\$137,589
Superintendent Salary	\$197,667	\$230,096
Percent of Budget for Teacher Salaries	34.1%	34.62%
Percent of Budget for Administrative Salaries	5.6%	5.61%

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	4	4

Starting in the 2017-2018 school year, the district built in four (5) days. District staff was surveyed to collect teacher professional development interests/needs. The area of highest interest/need was selected as topics for professional development days. The professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry, and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district-wide for teachers to participate in collaboration, professional development, and staff meetings. For the 2019-2020 school year, teachers received leadership and team-building training for a full day in August, before the start of the school year.