

# 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	2400 Downer Ave.
City, State, Zip	Richmond, CA, 94804-1458
Phone Number	510-231-1422
Principal	Farmaz Heydari
Email Address	fheydari@wccusd.net
Website	<a href="http://www.wccusd.net/grant">www.wccusd.net/grant</a>
County-District-School (CDS) Code	07617966004774

Entity	Contact Information
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>Email Address</b>	matthew.duffy@wccusd.net
<b>Website</b>	www.wccusd.net

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

Grant Elementary School was built in 1956 and is located in the city of Richmond along the 23rd St. corridor. The school is located on Downer Avenue between 24th and 25th Streets. Grant is a Title I school with 100% free and reduced lunch. Our student population is largely Latino, with 66% English Language Learners. Grant has had several facility improvements this past year. Grant Elementary has 570 students from Pre-school through 6th grade.

Staff and parents at Grant Elementary work together to create and provide a safe environment which is conducive to learning and developing academic and social skills. Together we strive for our students to become life-long learners and productive citizens. We feel strongly that it is important to address all of the needs of the child. We share a belief that our children deserve to be prepared so that they are ready and able to pursue any career or life path they choose when they grow up. Our teachers have become GLAD Certified in order to provide the best learning opportunities for all learners. We are robustly implementing the Common Core State Standards in our TK through 6th grade program. We also offer many opportunities for parents to provide input and receive information. There are monthly SSC, ELAC, and APPAC meetings, Informational Coffees, parent workshops, parent-teacher conferences, assemblies, and messages on ClassDojo and social media to keep parents informed and involved. Our School Community Worker helps to support our families with any educationally related concerns and connect families to community resources to address other concerns they may need assistance with.

Grant is an RTI2 school, which means we offer both academic and behavioral support to all students. The Grant community also respects and celebrates the diverse backgrounds of its parents and students. Our Learning Center provides pull-out support for students who need more specialized instruction and we also offer push-in support to classrooms where our data shows the need. We offer differentiated instruction in all subject areas to provide support for individual learning styles while maintaining high, attainable expectations for students. Intervention programs have also been added to target learning gaps for our struggling students. Study trips are arranged by teachers to enhance student learning and give them real world applications. In addition, we have a large after-school program which supports the core subjects and provides a variety of extracurricular activities to enrich the lives of our students.

We have had many initiatives for behavioral support as part of our RTI2 model. Three years ago, Multi-tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), were implemented. MTSS is to support a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, allows us to think in a new way about both disability identification and early intervention assistance for the most vulnerable, academically unresponsive children.

PBIS is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. PBIS is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school. This past August, we received a PBIS distinction at the Gold Level.

We are also teaching the tools to our parents which help them to use these skills with the children when they are at home. We will continue with our school-wide program Mindful Life- a specific and intentional practice of paying attention to the present moment without judgment. Through focused and specific awareness, mindfulness builds skills to navigate All thoughts, emotions, physical sensations, and experiences by coming back to the here and now! "Rise-Up," Mindful Life Project teaches 50-minute pull out sessions twice per week, to groups of six to eight students in each grade level. During the year students are taught in eight-week rotations of expressive arts, yoga, and performing arts. All sessions include mindfulness instruction that is taught on its own and is also woven into each morality. Through our partnership with Mindful Life, we've seen a dramatic change in the number of discipline referrals.

Last year, was the final year of a three year grant through Long Foundation to work with Seneca Family of Agencies. The grant provided our site with an Unconditional Education Coach full time. The coach was utilized to support school leadership to coordinate services at identifying, referring, and tracking progress of students requiring support. This year, by request of all stakeholders, we are using site funds to continue with this program.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	109
<b>Grade 1</b>	77
<b>Grade 2</b>	70
<b>Grade 3</b>	65
<b>Grade 4</b>	69
<b>Grade 5</b>	62
<b>Grade 6</b>	72
<b>Total Enrollment</b>	524

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

Student Group	Percent of Total Enrollment
Black or African American	3.8
Asian	4.2
Filipino	0.4
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0.4
White	2.7
Two or More Races	1.5
Socioeconomically Disadvantaged	92.2
English Learners	71.9
Students with Disabilities	15.5
Homeless	1.9

## 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	20	23	1241
Without Full Credential	5	3	4	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

### 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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0.0 %
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
<b>Science</b>	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
<b>History-Social Science</b>	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %

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

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

## 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: January 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	Repair the rubber base and check for linoleum bubbles in the MPR.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Remove the trash from between the ramps of the portable restroom.
<b>Electrical:</b> Electrical	Good	One light fixture is out in the girls restroom by the MPR.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	A urinal is stopped up in the boys restroom by room 9.  Low pressure at the drinking fountain in back of the computer room.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Replace the exterior wall plywood of portable 33.  Repair the plywood at the exterior MPR wall above the overhang facing the portables.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repair the door of the electric room in the back hall of the library.  Paint all portables handrails blue to match.  Paint the exterior walls of the building from the school entrance to the office.  Install a screen between the ramp to the restroom by portable 30 to prevent the garbage from being stuck underneath.
<b>Overall Rating</b>	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)	17	20	36	36	50	50
Mathematics (grades 3-8 and 11)	8	9	24	25	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	275	255	92.73	7.27	20.00
Male	139	125	89.93	10.07	15.20
Female	136	130	95.59	4.41	24.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	245	226	92.24	7.76	17.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	249	233	93.57	6.43	19.31
English Learners	246	227	92.28	7.72	18.94
Students with Disabilities	37	36	97.30	2.70	0.00
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	275	273	99.27	0.73	8.79
Male	139	137	98.56	1.44	8.76
Female	136	136	100.00	0.00	8.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	245	244	99.59	0.41	8.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	249	248	99.60	0.40	8.47
English Learners	246	245	99.59	0.41	8.16
Students with Disabilities	37	36	97.30	2.70	0.00
Students Receiving Migrant Education Services					



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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.5	3.1	4.6

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 are encouraged to participate in the SSC, ELAC, AASAT, and PTA- as committees assisting in developing the shared vision and mission of the school. Parental input and participation is highly valued and appreciated by the school staff. Parents are also encouraged to get a district volunteer badge and help in the classrooms, on study trips, and during lunches. In addition, Parents are invited to attend our Informational Coffees, these give parents an opportunity to speak in a casual setting with various experts on a variety of topics. During these meetings, guest presenters provide support on topics of concern.

In partnership with local organizations, we provide parents with opportunities to learn ways in which they can support their children at home with their learning. Family Math, Literacy, and Science Nights are part of the school's tradition to provide parents with tools in supporting their children and becoming involved in their children's education. Other family fun events are planned throughout the year and parents are encouraged to participate actively. For the convenience of our Spanish speaking parents, our meetings are bilingual. In addition to the above, we will use our network of Community Partners, to provide opportunities for our parents to gain useful information such as awareness of age-appropriate disciplinary techniques, to identify important health issues in their community and enhance their own abilities to address these health issues with concrete solutions based on the strengths of the community. Additionally, with the assistance of our Community Engagement Office and School Community Outreach Worker, we offer Parent University and ESL courses for our parents. We continue our work in hosting a Father's Club. For more information, please contact our office at (510) 231-1422.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

### 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
<b>Suspensions</b>	2.2	2.3	1.0	5.9	5.8	5.6	3.6	3.5	3.5
<b>Expulsions</b>	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 purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

## 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	18	3	2		22	1	4		22	1	4	
1	24		2		24		3		24		3	
2	23		3		20	2	1		20	3		
3	21	1	3		24		3		21	1	2	
4	33			2	32		2		33			2
5	33			2	33			2	28		2	
6	21	1	2		22	1	2		27	1	1	1
Other**					14	1			17	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)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

\*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	\$6,600.77	\$1,880.44	\$4,720.33	\$66,275.97
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-47.3	-6.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-45.6	-21.7

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 following are programs/services available at the school that support and assist students:

- AMAZON.COM
- BAY AREA COMMUNITY R
- BLUE CHIP TEES
- CAMFEL PRODUCTIONS
- COMM USA
- COMMITTEE FOR CHILDR
- CRUSADER FENCE CO IN
- ESGI LLC
- FOLLETT SCHOOL SOLUT
- IXL LEARNING
- LAKESHORE LEARNING
- LOS ANGELES COUNTY O
- LOVE LEARN SUCCESS
- LUCKY
- MINDFUL PROJECT
- RAYMOND GEDDES & CO,
- REALLY GOOD STUFF
- SANDSTONE CONSTRUCT
- SAVE MART SUPERMARK
- SCHOOL MATE
- SCHOOL SPECIALTY INC
- SENECA CENTER
- SOUTHWEST SCHOOL & O
- SPINITAR
- TNT SCHOOL SUPPLIES
- TOLEDO PHYSICAL ECUC
- VANDERBILT UNIVERSIT

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

An Unconditional Education approach will continue to be our school-wide focus at Grant. Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social-emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of all students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. Our teachers are provided professional development opportunities that provide them with tools that allow them to serve the whole child. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Supports engage teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Our school leadership has sought out training to improve our ability to provide strong instructional leadership and guide teaching and learning at our school site. We provide support to our teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology.

In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Specifically, monthly professional development is planned and presented to the Grant Staff based on needs identified by teachers. Grade levels meet weekly and meet regularly with district coaches, principal, and vice principal to review data and plan instruction. Teachers are encouraged to attend conferences, workshops, and training outside of the school day. They may also visit other schools or classrooms within Grant.

In order to best support our students' social emotional Development, our staff has been receiving Professional Development around Trauma from our Seneca Partnership. Our staff has worked closely with Seneca to complete a School Climate Assessment to improve our culture and climate. Teachers will continue to be supported in receiving training and maintaining positive classroom environment by implementing behavioral interventions that support students. Through a trauma-informed lens, continuous support of stakeholders, professional development, and uniform practices, we will prepare our school community in taking the proper approach in the education and development of our students. In addition, we will tap into all professional development opportunities provided by the Anti-Defamation League including Anti-Bias, Anti-Bullying, and Ally Training.