

About This

Last updated: 11/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|---------------|--------------------|
| Kindergarten | 92 |
| Grade 1 | 65 |
| Grade 2 | 64 |
| Grade 3 | 73 |
| Grade 4 | 79 |
| Grade 5 | 63 |
| Grade 6 | 54 |
| Total Enrollm | |

Last updated: 1/25/2016

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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

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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.

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012 | No | 0.0% |
| Mathematics | McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas | | |
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Note: Cells with N/A values do not require data.

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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 x

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CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

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.

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CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 16.0% | 12.0% | 46.0% | 40.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

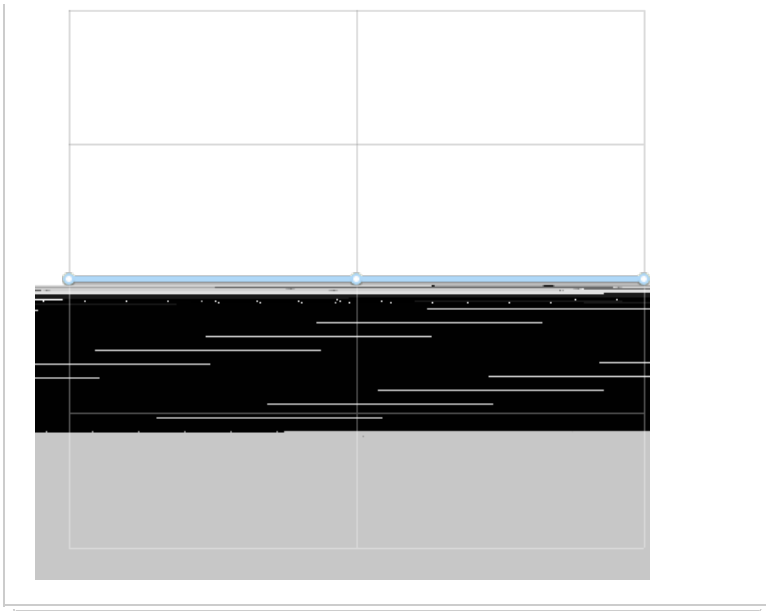
Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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C. Engagement

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Last updated: 1/11/2018



State Priority: School Climate

Last updated: 1/25/2018

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Last updated: 1/25/2018

Last updated: 1/3/2018

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 20 |
| Percent of Schools Currently in Program Improvement | N/A | 60.6% |

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Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20.0 | 2 | 3 | 0 | 18.0 | 3 | 2 | 0 | 18.0 | 3 | 2 | 0 |
| 1 | 19.0 | 2 | 1 | 0 | 25.0 | 0 | 2 | 0 | 24.0 | 0 | 2 | 0 |
| 2 | 22.0 | 0 | 4 | 0 | 21.0 | 1 | 2 | 0 | 23.0 | 0 | 3 | 0 |
| 3 | 20.0 | 2 | 3 | 0 | 22.0 | 1 | 3 | 0 | 21.0 | 1 | 3 | 0 |
| 4 | 33.0 | 0 | 0 | 2 | 23.0 | 0 | 3 | 0 | 33.0 | 0 | 0 | 2 |
| 5 | 33.0 | 0 | 1 | 1 | 28.0 | 0 | 2 | 0 | 33.0 | 0 | 0 | 2 |
| 6 | 22.0 | 1 | 2 | 0 | 26.0 | 1 | 1 | 1 | 21.0 | 1 | 2 | 0 |
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* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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Academic Counselors and Other Support Staff (School Year 2016-17)

Last updated:

Types of Services Funded (Fiscal Year 2016-17)

- 21ST CENTURY AFTER SCHOOL PROGRAMS
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILTY

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

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Professional Development

"Optimal Learning for All Students" will continue to be our school-wide focus at Grant; with this in mind the teachers have all undergone GLAD Training. We are also exploring the possibility of our school becoming part of the Sobrato model (SEAL). Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to 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 standard and curriculum content areas. Beyond the content areas, professional development is provided in

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