

# Grant Elementary School District School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

### Contact Information (Most Recent Year)

School Contact Information	
School Name	Grant Elementary School District
Street	8835 Swasey Dr.
City, State, Zip	Redding, CA 96001-9722
Phone Number	(530) 243-0561
Principal	Michael Freeman
E-mail Address	mfreeman@grantschoolcougars.com
Web Site	www.grantschoolcougars.com
Grades Served	K-8
CDS Code	45 70003 6050330

<b>District Contact Information</b>	
<b>District Name</b>	Grant Elementary School District
<b>Phone Number</b>	(530) 243-0561
<b>Superintendent</b>	Mike Freeman
<b>E-mail Address</b>	mfreeman@grantesd.k12.ca.us
<b>Web Site</b>	www.grantschoolcougars.com

### School Description and Mission Statement (Most Recent Year)

#### Principal's Message

Grant is a one-site school district located five miles southeast of Redding in the community of Centerville. The school serves approximately 125 preschool students and 655 K-8 students. Grant School is the epitome of what small learning communities are about. At Grant teachers and administration continuously and collaboratively seek and share learning and then act on what they learn striving toward the success for every student. The goal is to enhance their effectiveness as professionals so that students benefit socially, emotionally and academically.

This is reflected in Grant's STAR test scores that continue to be above the county and state averages: The Academic Performance Index (API) in 2007, 880; in 2008, 891; in 2009, 901; in 2010, 890; in 2011, 897; in 2012, 916; and in 2013, 896. This is an exemplary school that supports hard work and risk-taking in a constant quest for improvement.

The Centerville area is highly regarded as a desirable place to live. Many professional families choose to reside within the Grant attendance boundaries because of Grant's high academic standards. The excellent educational programs offered and the high academic performance of students attending Grant also attracts students from outside of the attendance area. Over 57% of the children enrolled at Grant live outside the District's boundaries.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	84
<b>Grade 1</b>	74
<b>Grade 2</b>	82
<b>Grade 3</b>	75
<b>Grade 4</b>	63
<b>Grade 5</b>	72
<b>Grade 6</b>	60
<b>Grade 7</b>	60
<b>Grade 8</b>	85
<b>Total Enrollment</b>	655

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	2.3
Asian	2.9
Filipino	0.3
Hispanic or Latino	9.2
White	79.2
Two or More Races	6
Socioeconomically Disadvantaged	13.7
Students with Disabilities	6.3
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	32	32	32
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** November 2014

The District adopts textbooks from the State-adopted Frameworks through a committee process. There are sufficient and up-to-date textbooks assigned to all students. Other instructional materials are purchased through teacher allocations and lottery funds. Teachers also augment these funds with money raised through the annual Jog-a-thon. The fundraiser places more than \$25,000 in the hands of 32 teachers each year. Teachers also apply for local mini-grants through the PTO and the Centerville Education Foundation.

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

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

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

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Open Court Reading 2005 McDougal Littell Reading 2005	No	0
<b>Mathematics</b>	Houghton Mifflin Math Expressions K-6 2014 McGraw-Hill My Math 2014 CPM 7-8 2014	Yes	0
<b>Science</b>	Glencoe/McGraw Hill 2007 McGraw-Hill Science 2007	Yes	0
<b>History-Social Science</b>	Person/Scott Foresman 2006 Teachers Curriculum Institute 2006	Yes	0
<b>Foreign Language</b>	Pearson-Prentice Hall Realidades	Yes	0
<b>Health</b>	Glencoe 2005	Yes	0

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

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

The school grounds also include tennis courts, soccer, baseball and softball fields, which were paid for in part by generous donations from the community. An additional project with new construction of 8 classrooms and modernization of 4 other classrooms and the Main Office was completed during the summer of 2012. Most recently, the school added a new Computer Lab to the elementary school. A Wi-Fi network was also installed throughout the campus. There are new computers in all classrooms and LCD projectors in all middle school classrooms and upper elementary classrooms. With the projectors, many teachers have Promethean Board technology that allows them to interact with the screen during instruction. The district has invested in 42 Samsung tablets and a total of 5 mobile carts of chromebooks to increase student access to technology in the classroom.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/1/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Septic work was completed in the spring of 2014, sewer line is cleared of roots semi-annually, leech field location is inspected monthly
<b>Interior:</b> Interior Surfaces	X			Carpet replacement in some classrooms scheduled for summer of 2016
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Loose wires/cables from previous camera system will be removed in the spring of 2016, conduit work done spring/summer of 2016
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Possible water faucet replacement in summer of 2016
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			South exterior wall of cafeteria was replaced in summer 2015
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exterior repainting is planned for summer 2016, bus loop blacktop needs to be replaced summer of 2016. Additional rubber safety bark was brought in during summer 2015, redistribute rubber bark regularly throughout the year. Currently considering removal of large oak tree in kindergarten playground area.

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 11/1/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	66	66	44
Mathematics	63	63	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	76	74	97.4	7	34	39	20
	4	64	60	93.8	12	12	37	40
	5	71	70	98.6	17	23	34	26
	6	60	59	98.3	7	29	41	24
	7	59	57	96.6	7	21	58	14
	8	87	87	100.0	6	26	48	20
Male	3	76	36	47.4	6	42	33	19
	4	64	31	48.4	3	19	42	35
	5	71	34	47.9	26	18	41	15
	6	60	34	56.7	6	38	38	18
	7	59	28	47.5	4	25	61	11
	8	87	42	48.3	12	33	43	12
Female	3	76	38	50.0	8	26	45	21
	4	64	29	45.3	21	3	31	45
	5	71	36	50.7	8	28	28	36
	6	60	25	41.7	8	16	44	32
	7	59	29	49.2	10	17	55	17
	8	87	45	51.7	0	20	53	27
Black or African American	3	76	1	1.3	--	--	--	--
American Indian or Alaska Native	3	76	3	3.9	--	--	--	--
	5	71	3	4.2	--	--	--	--
	6	60	3	5.0	--	--	--	--
	7	59	1	1.7	--	--	--	--
	8	87	1	1.1	--	--	--	--
Asian	3	76	1	1.3	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	71	3	4.2	--	--	--	--
	7	59	2	3.4	--	--	--	--
	8	87	5	5.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Filipino</b>	3	76	2	2.6	--	--	--	--
<b>Hispanic or Latino</b>	3	76	6	7.9	--	--	--	--
	4	64	9	14.1	--	--	--	--
	5	71	2	2.8	--	--	--	--
	6	60	7	11.7	--	--	--	--
	7	59	4	6.8	--	--	--	--
	8	87	8	9.2	--	--	--	--
<b>White</b>	3	76	58	76.3	7	29	43	21
	4	64	46	71.9	13	11	37	39
	5	71	58	81.7	16	24	33	28
	6	60	48	80.0	6	25	44	25
	7	59	50	84.7	6	20	64	10
	8	87	72	82.8	6	26	51	17
<b>Two or More Races</b>	3	76	3	3.9	--	--	--	--
	4	64	3	4.7	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	60	1	1.7	--	--	--	--
	8	87	1	1.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	76	8	10.5	--	--	--	--
	4	64	6	9.4	--	--	--	--
	5	71	12	16.9	33	25	42	0
	6	60	6	10.0	--	--	--	--
	7	59	6	10.2	--	--	--	--
	8	87	15	17.2	13	47	33	7
<b>Students with Disabilities</b>	3	76	1	1.3	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	71	9	12.7	--	--	--	--
	6	60	5	8.3	--	--	--	--
	7	59	2	3.4	--	--	--	--
	8	87	6	6.9	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
<b>All Students</b>	3	76	74	97.4	5	32	39	23
	4	64	58	90.6	5	26	33	36
	5	71	70	98.6	17	26	29	29
	6	60	59	98.3	12	27	32	29
	7	59	56	94.9	9	14	32	45
	8	87	87	100.0	17	25	17	40
<b>Male</b>	3	76	36	47.4	3	22	44	31
	4	64	29	45.3	0	17	31	52
	5	71	34	47.9	18	26	24	32
	6	60	34	56.7	18	21	32	29
	7	59	28	47.5	4	11	32	54
	8	87	42	48.3	21	31	17	31
<b>Female</b>	3	76	38	50.0	8	42	34	16
	4	64	29	45.3	10	34	34	21
	5	71	36	50.7	17	25	33	25
	6	60	25	41.7	4	36	32	28
	7	59	28	47.5	14	18	32	36
	8	87	45	51.7	13	20	18	49
<b>Black or African American</b>	3	76	1	1.3	--	--	--	--
<b>American Indian or Alaska Native</b>	3	76	3	3.9	--	--	--	--
	5	71	3	4.2	--	--	--	--
	6	60	3	5.0	--	--	--	--
	7	59	1	1.7	--	--	--	--
	8	87	1	1.1	--	--	--	--
<b>Asian</b>	3	76	1	1.3	--	--	--	--
	4	64	2	3.1	--	--	--	--
	5	71	3	4.2	--	--	--	--
	7	59	2	3.4	--	--	--	--
	8	87	5	5.7	--	--	--	--
<b>Filipino</b>	3	76	2	2.6	--	--	--	--
<b>Hispanic or Latino</b>	3	76	6	7.9	--	--	--	--
	4	64	9	14.1	--	--	--	--
	5	71	2	2.8	--	--	--	--
	6	60	7	11.7	--	--	--	--
	7	59	4	6.8	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	8	87	8	9.2	--	--	--	--
<b>White</b>	3	76	58	76.3	3	33	40	24
	4	64	44	68.8	5	27	39	30
	5	71	58	81.7	19	28	21	33
	6	60	48	80.0	6	29	35	29
	7	59	49	83.1	8	12	35	45
	8	87	72	82.8	18	26	19	36
<b>Two or More Races</b>	3	76	3	3.9	--	--	--	--
	4	64	3	4.7	--	--	--	--
	5	71	4	5.6	--	--	--	--
	6	60	1	1.7	--	--	--	--
	8	87	1	1.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	76	8	10.5	--	--	--	--
	4	64	6	9.4	--	--	--	--
	5	71	12	16.9	25	42	33	0
	6	60	6	10.0	--	--	--	--
	7	59	6	10.2	--	--	--	--
	8	87	15	17.2	13	67	7	13
<b>Students with Disabilities</b>	3	76	1	1.3	--	--	--	--
	4	64	5	7.8	--	--	--	--
	5	71	9	12.7	--	--	--	--
	6	60	5	8.3	--	--	--	--
	7	59	2	3.4	--	--	--	--
	8	87	6	6.9	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	86	87	82	86	87	82	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Student at the School	82
Male	80
Female	83
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	83
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	69
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.50	26.40	50.00
7	14.30	26.80	53.60

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

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

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

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

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

Grant Cougars are respectful, outstanding, academic, responsible, and safe. The goals for our students are to have respect and demonstrate responsibility, possess honesty and compassion, develop healthy social skills, see the necessity to become part of the community – through being actively involved in community service – and to abstain from poor choices. These goals can be accomplished with parent involvement.

For more information on how to become involved at the school, contact PTO President Laura Carrier at ttjcar@gmail.com.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	2.31	3.39	2.21	2.31	3.39	2.21	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

The School Safety Plan is annually reviewed and amended in November of every school year. Procedures for various emergencies are contained within the plan and practiced throughout the school year. A copy of the School Safety Plan is located in the school office and was last reviewed, updated and discussed with faculty in the fall of 2014.

All visitors are required to sign in and wear visitors’ badges during their stay at the school. A large number of staff are fully trained in first aid and CPR.

A total of 16 security cameras, fully fenced student areas, and the use of two-way radio communication between playground supervisors help to ensure a safe school environment.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		4		22	1	3		21	1	3	
1	22		3		22		3		21		3	
2	20	3			26		3		23		4	
3	23		3		20	1	2		18	1	3	
4	31		14		28		14		25	2	18	1
5	24	5	14		27		21		27	2	21	1
6	29	1	14	1	32		8	1	43		4	4
Other					7	3			5	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	3	3		20	3	4		23	1	5	
Mathematics	19	3	4		18	4	4		13	1		
Science	23	1	4		23	1	5		29		5	
Social Science	29		4		23	1	5		29		5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.714	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,865	\$1,692	\$7,173	\$63,558
District	N/A	N/A	\$7,173	\$64,516
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2014-15)**

The Grant Elementary School District is committed to dedicating resources to insure that every student has the support needed to be successful. Intervention and support services are provided through our Jump Start/Title I program. This program provides prescribed pull-out intervention through intensive instruction delivered in a small group setting. In addition to Jump Start, we have before and after school intervention programs for both reading and math. In the junior high program, we offer Study Hall and Math Support as electives that students can take to receive the additional support they need.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,263	\$39,948
Mid-Range Teacher Salary	\$59,893	\$57,401
Highest Teacher Salary	\$72,878	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$103,500	\$112,657
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	7%

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

## **Professional Development (Most Recent Three Years)**

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

For the previous three school years, Grant School has had three days each year dedicated to staff and professional programs. These were both formal and informal, on and off campus. The purpose of Professional Development is to develop required skills and competencies necessary to accomplish instructional and grade-level goals and objectives, grow personally and professionally, expand their creativity, and enhance communication between colleagues.

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