

Grant Elementary School District School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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 <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 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

Contact Information (School Year 2016-17)

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
CDS Code	45 70003 6050330

District Contact Information	
District Name	Grant Elementary School District
Phone Number	(530) 243-0561
Superintendent	Mike Freeman
E-mail Address	mfreeman@grantschoolcougars.com
Web Site	www.grantschoolcougars.com

School Description and Mission Statement (School Year 2016-17)

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 643 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.

The goals for the Grant School District include:

Safety: We create and maintain learning environments where students, staff, and parents feel welcome and safe.

Student Achievement: We ensure that all students will be either at or above grade level or making adequate progress towards being at grade level in reading, writing, math, and technology proficiency and all students will demonstrate at least one year of academic growth annually in each of these subjects.

Staff Development: We empower all classroom personnel to develop expertise in state standards, adopted curriculum, and instructional strategies in order to provide opportunities for our students to acquire the skills that they will need for success in high school, college, and career.

Community Engagement: We partner with all stakeholders to develop and promote opportunities for all students and their families to engage in meaningful experiences at Grant School; we provide rigorous and relevant academic and social opportunities for all students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	65
Grade 2	75
Grade 3	73
Grade 4	76
Grade 5	62
Grade 6	58
Grade 7	60
Grade 8	61
Total Enrollment	614

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	2.1
Asian	2.1
Filipino	0.3
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.2
White	77.5
Two or More Races	7.2
Socioeconomically Disadvantaged	12.7
English Learners	0
Students with Disabilities	5.4
Foster Youth	0.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	32	33	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: November 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys, 2016 McGraw Hill Study Sync, 2016	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin Math Expressions K-6 2014 McGraw-Hill My Math 2014 CPM 7-8 2014	Yes	0
Science	Glencoe/McGraw Hill 2007 McGraw-Hill Science 2007	Yes	0
History-Social Science	Person/Scott Foresman 2006 Teachers Curriculum Institute 2006	Yes	0
Foreign Language	Pearson-Prentice Hall Realidades	Yes	0
Health	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 wifi 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 10 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 of the most recent FIT report: 11/1/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: 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. Recently a grinder pump has been installed in one of the septic lift stations to prevent pump blockage/burnout.
Interior: Interior Surfaces	X			Carpet replacement in some classrooms scheduled for summer of 2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Staff trained in Integrated Pesticide Management
Electrical: Electrical	X			Some loose wires/cables from previous camera system were removed in the spring of 2016, conduit work done spring/summer of 2016

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/1/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			2 water faucets on elementary playground were replaced in the summer of 2016, 2nd grade wing restrooms in need of renovation
Safety: Fire Safety, Hazardous Materials	X			Large diseased oak tree over kindergarten play area was removed in 2016, shade structure to replace lost shade will be installed in the fall of 2016, MUR bleachers were replaced in the fall of 2016, safety straps were installed on basketball standards above bleachers in large gym
Structural: Structural Damage, Roofs	X			South exterior wall of cafeteria was replaced in summer 2015, gym was repainted and windows were recaulked to prevent water damage in gym, preschool and kindergarten exterior siding needs to be replaced in the summer of 2017, roof replacement for 1st and PreK classrooms was completed in the summer of 2016, roof leaks in Main Office, middle school and some portable classrooms need to be addressed in spring of 2017
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exterior repainting of south side of grades 1/3 wing was completed in summer 2016. Other repainting needs will be scheduled for summer 2017. Bus loop blacktop needs to be replaced summer of 2017. Additional rubber safety bark was brought in during summer 2015, redistribute rubber bark regularly throughout the year.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/1/2015				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	66	73	66	73	44	48
Mathematics	63	68	63	68	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	77	77	100.0	76.6
	4	77	75	97.4	73.3
	5	63	61	96.8	82.0
	6	57	55	96.5	56.4
	7	60	57	95.0	71.9
	8	63	61	96.8	77.0
Male	3	35	35	100.0	65.7
	4	35	35	100.0	68.6
	5	31	30	96.8	83.3
	6	29	28	96.5	60.7
	7	31	29	93.5	65.5
	8	31	30	96.8	70.0
Female	3	42	42	100.0	85.7
	4	42	40	95.2	77.5
	5	32	31	96.9	80.7
	6	28	27	96.4	51.9
	7	29	28	96.5	78.6
	8	32	31	96.9	83.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	11	11	100.0	45.5
White	3	57	57	100.0	80.7
	4	61	59	96.7	76.3
	5	49	48	98.0	83.3
	6	44	43	97.7	55.8
	7	48	46	95.8	73.9
	8	54	53	98.2	79.3
Socioeconomically Disadvantaged	3	11	11	100.0	45.5
	4	11	10	90.9	50.0
	6	14	13	92.9	46.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	77	77	100.0	75.3
	4	77	75	97.4	73.3
	5	63	60	95.2	63.3
	6	57	55	96.5	47.3
	7	60	57	95.0	70.2
	8	60	57	95.0	70.2
Male	3	35	35	100.0	65.7
	4	35	35	100.0	80.0
	5	31	29	93.5	82.8
	6	29	28	96.5	53.6
	7	31	29	93.5	65.5
	8	31	29	93.5	65.5
Female	3	42	42	100.0	83.3
	4	42	40	95.2	67.5
	5	32	31	96.9	45.2
	6	28	27	96.4	40.7
	7	29	28	96.5	75.0
	8	29	28	96.5	75.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	11	11	100.0	45.5
White	3	57	57	100.0	79.0
	4	61	59	96.7	74.6
	5	49	47	95.9	61.7
	6	44	43	97.7	46.5
	7	48	46	95.8	76.1
Socioeconomically Disadvantaged	8	48	46	95.8	76.1
	3	11	11	100.0	27.3
	4	11	10	90.9	80.0
	6	14	13	92.9	15.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	87	82	89	87	82	89	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	126	121	96.0	89.3
Male	62	59	95.2	96.6
Female	64	62	96.9	82.3
Hispanic or Latino	13	13	100.0	61.5
White	103	100	97.1	92.0
Socioeconomically Disadvantaged	19	18	94.7	72.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.1	38.7	45.2
7	8.6	22.4	65.5

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 (School Year 2016-17)

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 tjjcar@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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.4	2.2	1.1	3.4	2.2	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016. This year the School Site Council will be working local law enforcement and school staff to develop our School Safety Plan to be in compliance with the National Preparedness Directive. This Directive, also known as the Presidential Policy Directive (PPD-8), calls for schools to facilitate an integrated approach that will align emergency planning at all levels and with all sectors so that there is a national approach to preparedness. Emergency preparedness efforts also include routine drills including fire evacuation and lockdown situations.

The goals in our Safe School Plan include:

Create a school environment that prevents physical, verbal, social, and electronic media harassment and bullying through the process of educating students, parents, and staff and providing research-based resources and support for changing student behavior. By June of 2017, the percent of students surveyed that report being bullied and/or witnessing bullying will be less than 10%. The physical environment at Grant School will be considered safe and welcome by all stakeholders. By June of 2017, 95% of parents and students surveyed will report that they feel safe at school

To maintain a safe school campus, school policy requires all visitors to sign in and wear visitors' badges during their stay at the school. The district recently provided first aid and CPR training for many of our staff assigned to yard duty supervision duties. Additionally, 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. Staff members who provide supervision on the playground have been trained in Positive Behavioral Intervention and Supports to help promote student safety. The district also uses the Second Step social skills curriculum to teach students to listen, pay attention, control their behavior, and get along with others. The emphasis is placed in the lower elementary grades to serve as prevention for behavior issues as the students get older.

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 2016-17)

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	2013-14				2014-15				2015-16			
	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		3		21	2	2		22		4	
1	22		4		21		3		20	2	1	
2	24		3		23		4		22		3	
3	20	1	2		24		3		22		4	
4	29		3		25		2		25		3	
5	27		2		27		3		30		2	
6	32		2	1	29		2		28		2	

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	2013-14				2014-15				2015-16			
	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	20	3	4		23	1	5		23	1	5	
Mathematics	18	4	4		13	1			13	1		
Science	23	1	5		29		5		29		5	
Social Science	23	1	5		29		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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.714	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,866	\$1,631	\$7,235	\$64,002
District	N/A	N/A	\$7,235	\$64,002
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	27.4	4.9

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,777	\$41,085
Mid-Range Teacher Salary	\$61,989	\$59,415
Highest Teacher Salary	\$75,429	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$121,476	\$116,069
Percent of Budget for Teacher Salaries	39%	33%
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)

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 full days each year dedicated to staff and professional programs. These were both formal and informal, on and off campus. In addition to the full days, the district provides 20 minimum days that allow staff to collaborate and hold parent/teacher conferences. 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. Recent trainings that have been offered include Trauma Informed Practices, Ed Tech, Google certification, English Language Arts curriculum review and adoption workshops, Next Generation Science Standards, Restorative Chats, Common Core Math, and Foster/Homeless Youth. Funding for common core implementation was used to fund some of our professional development efforts, as was the recent Educator Effectiveness funding.

In addition to the staff development days, the district 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.