

Grand View Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Grand View Elementary School
Street	39746 Road 64
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7275
Principal	Jesse Rodriguez
Email Address	jesse.rodriguez@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Domain/10
County-District-School (CDS) Code	54-75531-6053961

2021-22 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2021-22 School Overview

A Message from the Principal:

Grand View Elementary School is rich in culture and tradition. Our small country school has educated generations of Dinubans. We are very proud of our past and very excited about our future! We have celebrated over 100 years of educating Dinuba students. Our academic success continues to be a focus, and we are working continuously to "End Generational Poverty Through Education".

We are currently using the adopted Journeys reading and Language Arts program in grades Kinder through 5th. Our 6th grade is using the adopted Collections curriculum in English Language Arts. In the area of Mathematics, Illustrative Mathematics has been adopted in Kindergarten through sixth grades. Our students are challenged daily with rigorous curriculum and meaningful activities designed to teach the California Common Core standards at each grade level. Instructional strategies as well as the most current lesson designs are being practiced to ensure that students achieve with a high level of understanding. Several of our teachers have over 10 years of experience teaching, and they continue to improve their skills to best meet the needs of every child.

Parents are always welcome at Grand View. We have several classroom volunteers, our annual Country Fair, and various community service projects throughout the school year. Our Booster Club supports student activities. If you are interested in helping, please contact the school office at (559) 595-7275.

Our interventions include re-teach, remediation, and enrichment. Grand View also ensures a rigorous English Language Development program as well as a GATE programs which meets the diverse needs of our students.

2021-22 School Overview

The number of students at Grand View who are English Learners continues to be about 48%. Their progress toward English proficiency is continuing to grow. Intensive staff training on research-based teaching practices in English Language Development has paid off. Our English learners continue to perform well in academics and on standardized tests.

We are committed to attaining excellence by building a foundation of respect, cooperation, and trust among students, staff, parents and community. Grade level standards are taught in every classroom every day with the goal of high achievement for all students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	42
Grade 2	58
Grade 3	39
Grade 4	51
Grade 5	70
Grade 6	46
Total Enrollment	362

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1.1
Black or African American	0.3
Filipino	0.8
Hispanic or Latino	92.8
White	5
English Learners	41.7
Foster Youth	1.9
Homeless	0.3
Socioeconomically Disadvantaged	83.1
Students with Disabilities	5.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.0	86.7	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	13.3	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	8.8	3.2	12115.8	4.4
Unknown	0.0	0.0	10.2	3.8	18854.3	6.9
Total Teaching Positions	15.0	100.0	272.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child in each grade level to have an individual copy of the text.

Year and month in which the data were collected

8/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016.	Yes	0
Mathematics	All in good condition. Illustrative Mathematics is the adopted Mathematics curriculum. Adopted in 2021	Yes	0
Science	All in good condition. TWIG Science- TWIG Science curriculum for grades TK-6th. adopted 2019.	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020	Yes	0

School Facility Conditions and Planned Improvements

Grand View Elementary provides a safe, clean environment for learning. Our facilities are in good condition overall. We make regular repairs; prioritize funding for deferred maintenance, and handle major expenses yearly as funds are available. In September of 2014 Grand View received 2 additional modular classrooms. These two modular classrooms along with our 13 portable classrooms and four permanent classrooms brings Grand Views total to 19 classrooms. The older classroom wing and cafeteria are more than 50 years old with the portables being 9 years old. All rooms have security telephone and intercom systems. In 2014 we also replaced our primary grade outside play station with a modern unit including 2 slides and a spiral climbing area. In 2020 additional playground equipment was added. Additional parking was also created in 2014 by extending the northern parking lot. In 2016 a new entrance into the office was created along with security gates to further our efforts toward student safety. In the summer of 2017 the intermediate grade restrooms were refurbished including hand dryers. In the summer of 2018 new carpet was installed in four classroom completing our project to replace carpet in all classrooms. Also in the summer of 2018 all parking lots and blacktop areas were resurfaced for durability and safety. Our well-maintained grounds provide a beautiful setting. The district insurance agent inspects our campus annually to insure a safe environment. In the summer of 2019 the north and west parking lots were restriped.

Year and month of the most recent FIT report

6/9/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			ADMIN: 4. FLOOR TILE IS BROKEN AT ENTRY. 14. SIDEWALK BROKEN CREATING A TRIP HAZARD. CLASSROOM 15: 4. FORMICA TRIM IS MISSING ON COUNTER TOP.work order submitted CLASSROOM 16: 4. WALL PAPER IS TORN. Work order submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ADMIN: 4. FLOOR TILE IS BROKEN AT ENTRY. 14. SIDEWALK BROKEN CREATING A TRIP HAZARD. UNISEX REST ROOM (NEAR 19): 7. ONE OF TWO LIGHT BULBS IS OUT. corrected 15. HOLES ARE RUSTED THROUGH BASE OF DOOR. Work order submitted

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	NT	NT	NT	NT
Female	90	NT	NT	NT	NT
Male	118	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	189	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	14	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	NT	NT	NT	NT
Female	90	NT	NT	NT	NT
Male	118	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	189	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	14	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	208	207	99.51	0.48	21.63
Female	90	89	98.89	1.11	15.56
Male	118	118	100	0	26.27
American Indian or Alaska Native	0	0	0	0	0

Asian	4	4	100	0	25
Black or African American	1	1	100	0	0
Filipino	1	1	100	0	100
Hispanic or Latino	185	184	99.46	0.54	21.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	17	17	100	0	23.53
English Learners	86	85	98.84	1.16	4.65
Foster Youth	4	4	100	0	50
Homeless	3	3	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	183	99.46	0.54	20.11
Students Receiving Migrant Education Services	14	13	92.85	7.14	7.14
Students with Disabilities	16	16	100	0	12.5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	208	206	99.04	0.96	39.42
Female	90	88	97.78	2.22	32.22
Male	118	118	100	0	44.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	1	1	100	0	0
Filipino	1	1	100	0	100
Hispanic or Latino	185	183	98.92	1.08	38.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	17	17	100	0	47.06
English Learners	86	85	98.84	1.16	29.07
Foster Youth	4	3	75	25	0
Homeless	3	3	100	0	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	183	99.46	0.54	40.22

Students Receiving Migrant Education Services	14	14	100	0	21.43
Students with Disabilities	16	16	100	0	25

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	NT	NT	NT	NT
Female	33	NT	NT		
Male	34	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	61	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

There are many opportunities for parents to become involved in the school life of their children. Parent volunteers are always welcome at our school. Reading to, and with students is one of the most powerful ways of increasing student achievement. Reading with, speaking to, and listening to your child everyday will help to increase their knowledge base. If you would like more information about opportunities at Grand View for parent involvement and Parenting Partners activities please contact : Alicia Villarreal at (559)-595-7275.

The School Site Council has five parents as voting members and meetings are open to all parents and interested parties.

Our ELAC committee makes recommendations for programs and expenditures which support our English Learners. Meetings are held four times a year in the evenings. Child care is provided. We always have a large group of interested parents attend and are grateful for their input and support.

We have an active Booster Club that conducts fund raisers and organizes the annual Country Fair in the Fall. Last year they were able to fund field trips for all students to enjoy.

Parents have come to school to help teachers, provide assemblies, and speak to students about careers. We are very interested in involving more parents at Grand View and are open to new suggestions and ideas for increasing parent participation.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	393	43	10.9
Female	179	179	23	12.8
Male	218	214	20	9.3
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	2	28.6
Black or African American	1	1	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	364	361	38	10.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	22	21	3	14.3
English Learners	170	170	19	11.2
Foster Youth	7	7	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	362	358	41	11.5
Students Receiving Migrant Education Services	23	23	4	17.4
Students with Disabilities	22	22	5	22.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.82	0.00	8.19	0.04	3.47	0.20
Expulsions	0.00	0.00	0.27	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.48	2.25	2.45
Expulsions	0.00	0.16	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Student safety is of the utmost importance at Grand View Elementary. We understand that parents expect their children to be safe in our care, and we take that responsibility very seriously. Staff members monitor our playground and campus before school, after school, and during recess. Our discipline policies curtail fighting and bullying. Grand View has followed the district expectation of implementation of PBIS, Positive Behavior Intervention Support, and has earned the highest state recognition, Platinum Status, from the state of California. By following the tiered intervention plan of PBIS we have been able to address student expectations for behavior on a similar method as we address our other curricular areas that are taught. Grand View playground equipment is up to current safety standards and we inspect it regularly. New playground equipment was added in the summer of 2020. In 2015-16 a safety fence was added to the north side of the school which has allowed for the campus to be completely fenced in. In the summer of 2018 new carpet was installed in four classrooms completing our project of installing updated carpet in all classrooms. In 2016 a new entrance into the office was created along with security gates to further our efforts toward student safety. Also in the summer of 2018, all parking and blacktop areas were resealed. We routinely go over playground safety rules with students and we hold fire drills monthly. We also conduct Lockdown drills and earthquake drills quarterly. Our safety plan is under constant revision, so we will be prepared if an emergency should occur. The School Safety Plan is reviewed and approved by the School Site Council annually.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	19	2		
2	24		2	
3	23		3	
4	25		2	
5	32		2	
6	27		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	29		2	
2	21	1	1	
3	25		2	
4	24		3	
5	24		2	
6	31		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	21	1	1	
2	29		2	
3	20	2		
4	26		2	
5	23		3	
6	23		2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.7

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6.638	\$510	\$6128	\$71,980
District	N/A	N/A	\$9,682	\$80,841
Percent Difference - School Site and District	N/A	N/A	-45.0	-10.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-31.8	-9.6

2020-21 Types of Services Funded

Grand View Elementary has received state and federal funds to help us meet our student achievement goals. Grand View School Site Council participates in creating a School Plan for Student Achievement and uses these funds to provide personnel, materials, programs, and staff development necessary to reach the goals stated in the School Plan. The School Site Plan for Student Achievement is updated annually, and is approved by the Board of Trustees, and contains goals and priorities for spending funds to achieve the goals of the District Action Plan and the LEA plan.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,413	\$51,029
Mid-Range Teacher Salary	\$74,802	\$78,583
Highest Teacher Salary	\$100,025	\$99,506
Average Principal Salary (Elementary)	\$120,132	\$124,576
Average Principal Salary (Middle)	\$126,138	\$131,395
Average Principal Salary (High)	\$146,021	\$144,697
Superintendent Salary	\$196,414	\$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Teachers have many opportunities to improve their skills in teaching content area concepts, analyzing Common Core standards, utilizing the District adopted materials, improving instructional strategies, assisting English Learners, and keeping up with technological advances in our data systems. Teachers collaborate weekly to discuss student progress and to plan interventions. Monthly staff meetings are training opportunities covering all aspects of teaching and learning. Our site Leadership Team is composed of six teachers, the academic coach, and the site principal. They convene monthly to strive for continuous improvement for all staff and to share best practices among the grade levels. Grand View also has a Building Coherence for Instructional Improvement (BCII) model that we have been focusing on. The BCII work addresses writing in all grade levels and how each grade levels work in writing builds to the following grade. This team of teachers and the site administrator work to improve school wide initiatives that will further the academic development of our students.

Our teachers meet with the district math coach following math benchmarks to analyze data and plan next steps for instruction. Trainings in math concepts, technology, language arts curriculum, and language development are offered throughout the year for all teachers to attend.

Teachers had 2 preservice days of training on the use of technologies for Distance learning. County Technology Coaches have been used throughout the year for virtual office hours to continue to support our teachers with the challenges of Distance Learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dinuba Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3508	504	14.37	85.63	25.65
Female	1696	260	15.33	84.67	26.15
Male	1812	244	13.47	86.53	25.10
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3276	467	14.26	85.74	24.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	26	19.26		42.31
English Learners	1153	96	8.33	91.67	6.32
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3160	441	13.96	86.04	23.64
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	2.38