



Grand View Elementary School

39746 Road 64 • Dinuba, CA 93618 • (559) 595-7275 • Grades K-6

Kevin Thomas, Principal

kthomas@dinuba.k12.ca.us

<https://www.dinuba.k12.ca.us/Domain/10>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Dinuba Unified School District

1327 East El Monte Way
Dinuba, CA 93618
(559) 595-7200
dusd.dinuba.k12.ca.us

District Governing Board

Bev Keel-Worrell

Miriam Cendejas

Mary Villarreal

Ron Froese

Sandra Kizirian

District Administration

Joe Hernandez, Ed.D.
Superintendent

Marti Kochevar

Assistant Superintendent

Peggy Garispe
Chief Business Official
Vicky Armstrong
Chief Academic Officer

District Mission

"Empower each student to succeed
in life"

District Vision

"End generational poverty through
education"

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 year 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, Go Math! 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.

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.

Mr. Thomas

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 57 |
| Grade 2 | 41 |
| Grade 3 | 49 |
| Grade 4 | 71 |
| Grade 5 | 47 |
| Grade 6 | 61 |
| Total Enrollment | 377 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.1 |
| Filipino | 0.5 |
| Hispanic or Latino | 91.5 |
| White | 6.4 |
| Socioeconomically Disadvantaged | 86.7 |
| English Learners | 47.7 |
| Students with Disabilities | 5.3 |
| Foster Youth | 1.1 |
| Homeless | 0.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Grand View | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 18 | 18 | 16 |
| Without Full Credential | 2 | 4 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Dinuba Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 271 |
| Without Full Credential | ♦ | ♦ | 25 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 12 |

Teacher Misassignments and Vacant Teacher Positions at Grand View Elementary School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|---|
| Reading/Language Arts | All in good condition. California Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | All in good condition. GO! Math is the adopted Mathematics curriculum. Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | All in good condition. TWIG Science- TWIG Science curriculum for grades TK-6th. adopted 2019. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 6/10/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | ADMIN: 4. FLOOR TILE IS BROKEN AT ENTRY. 14. SIDEWALK BROKEN CREATING A TRIP HAZARD. CLASSROOM 13: 4. WALL PAPER IS TORN. CARPET IS STAINED. CLASSROOM 14: 4. CEILING TILE IS TORN. RUBBER MOLDING IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. CLASSROOM 15: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 12. DRY ROT ON WEST WALL. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| | | CLASSROOM 5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 15. BACK DOOR HAS DRY ROT AT BASE. CLASSROOM 6: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. OUTLET COVER IS BROKEN. CLASSROOM 7: 4. CEILING TILES HAVE WATER STAINS. 15. BACK DOOR HAS DRY ROT AT BASE. CLASSROOM 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | CLASSROOM 7: 4. CEILING TILES HAVE WATER STAINS. 15. BACK DOOR HAS DRY ROT AT BASE. |
| Electrical: Electrical | Good | CLASSROOM 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS BROKEN. MPR: 7. ONE LIGHT PANEL IS OUT |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | CLASSROOM 14: 4. CEILING TILE IS TORN. RUBBER MOLDING IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. CLASSROOM 2: 7. ONE LIGHT DIFFUSER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. |
| Safety: Fire Safety, Hazardous Materials | Good | CLASSROOM 6: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. OUTLET COVER IS BROKEN. CUSTODIAL OFFICE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. |
| Structural: Structural Damage, Roofs | Good | CLASSROOM 1: CLASSROOM 12: 12. DRY ROT ON SIDING TRIM. CLASSROOM 15: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 12. DRY ROT ON WEST WALL. CLASSROOM 3: 12. DRY ROT ON SIDING TRIM. CLASSROOM 7: 4. CEILING TILES HAVE WATER STAINS. 15. BACK DOOR HAS DRY ROT AT BASE. LIBRARY/ 9: 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON WEST WALL TRIM. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | ADMIN: 4. FLOOR TILE IS BROKEN AT ENTRY. 14. SIDEWALK BROKEN CREATING A TRIP HAZARD. CLASSROOM 5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 15. BACK DOOR HAS DRY ROT AT BASE. CLASSROOM 7: 4. CEILING TILES HAVE WATER STAINS. 15. BACK DOOR HAS DRY ROT AT BASE. |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 39 | N/A | 45 | N/A | 50 | N/A |
| Math | 39 | N/A | 34 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 13 | N/A | 16 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

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.

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.

School Safety Plan (School Year 2020-2021)

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.7 | 2.8 | 3.7 | 8.2 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.2 | 0.3 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.5 | 2.3 | |
| Expulsions | 0.0 | 0.2 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 0 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|-------|--------------------------------------|
| Other | 3.2 |

*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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 20 | 1 | 1 | | 28 | | 2 | | 17 | 3 | | |
| 1 | 21 | 1 | 1 | | 19 | 2 | | | 29 | | 2 | |
| 2 | 21 | | 3 | | 24 | | 2 | | 21 | 1 | 1 | |
| 3 | 23 | | 2 | | 23 | | 3 | | 25 | | 2 | |
| 4 | 30 | | 2 | | 25 | | 2 | | 24 | | 3 | |
| 5 | 29 | | 2 | | 32 | | 2 | | 24 | | 2 | |
| 6 | 28 | | 2 | | 27 | | 2 | | 31 | | 2 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

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.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$50,405 | \$49,782 |
| Mid-Range Teacher Salary | \$73,335 | \$76,851 |
| Highest Teacher Salary | \$98,064 | \$97,722 |
| Average Principal Salary (ES) | \$117,776 | \$121,304 |
| Average Principal Salary (MS) | \$123,665 | \$128,629 |
| Average Principal Salary (HS) | \$143,158 | \$141,235 |
| Superintendent Salary | \$190,693 | \$233,396 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 33.0 | 33.0 |
| Administrative Salaries | 5.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$6,638 | \$510 | \$6128 | \$71,980 |
| District | N/A | N/A | \$9,682 | \$79,857 |
| State | N/A | N/A | \$7,750 | \$79,209 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -45.0 | -10.4 |
| School Site/ State | -23.4 | -9.6 |

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

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.