

Grayson Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Grayson Elementary School
Street	301 Howard Rd.
City, State, Zip	Westley, CA 95387
Phone Number	(209) 892-4725
Principal	Janet Lomeli
Email Address	jlomeli@patterson.k12.ca.us
School Website	https://grayson.patterson.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	50712176052922

2024-25 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Reyes Gauna, Ed.D.
Email Address	rgauna@patterson.k12.ca.us
District Website	www.patterson.k12.ca.us

2024-25 School Description and Mission Statement

Grayson Elementary is a K-6, Dual-Language Immersion (DLI) Program which is a 50/50 program, located in Westley, CA. Enrollment averages 270 students, the enrollment does depend on our migrant population. We are 98.9% Hispanic, 94.7% Socioeconomically disadvantaged, and 78.9% English Learners.

VISION:
The Grayson Elementary School staff is dedicated to continual personal and professional excellence. Our Dual-Language Immersion Program challenges our students to the highest levels of academic excellence. Our students are educated to be

2024-25 School Description and Mission Statement

fully bilingual / biliterate participating citizens and leaders of the 21st century. With the unique partnership among parents, members of the community, and school staff, students learn to appreciate and understand the value of each individual as an essential part of the total community.

MISSION:

As a team, we will create a safe and supportive environment where all students excel academically in both English and Spanish. We are committed to nurturing each child's unique potential, preparing them for success in a diverse and ever-changing world.

District Vision:

PJUSD Promise: Unlocking Potential - Empowering Lives

Core Values: Integrity-Perseverance - Inclusivity - Innovation-Excellence

Focus Areas:

Academic Achievement: Fostering student achievement is a central focus of the PJUSD Promise. It is our goal to ensure students are supported with rigorous academic experiences in both English and Spanish, that prepare them to be college and/or career-ready upon graduation.

Student and Staff Safety and Wellness: Safety and wellness are essential components of an environment that is conducive to teaching and learning. PJUSD Promise fosters a culture that promotes the emotional health, safety, and well-being of students and staff. We will cultivate an environment that fosters mutual respect among students, staff, and educational partners.

Facilities and Resources: The PJUSD Promise effectively maximizes resources to support every student's educational journey. We are committed to ensuring excellence in every interaction and providing students and staff with the necessary resources to achieve the district's strategic plan.

Communication and Collaboration: The PJUSD Promise is to provide effective, meaningful, and concise communication among our schools, parents, staff, and community. Such communication creates and maintains positive relationships both within and outside our district. PJUSD strives to provide its schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

Employee Success and Leadership Development: The PJUSD Promise is to provide staff with support and leadership opportunities. We will strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	48
Grade 2	35
Grade 3	32
Grade 4	41
Grade 5	37
Grade 6	37
Total Enrollment	260

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Black or African American	0.4
Hispanic or Latino	98.5
Two or More Races	0.4
White	0.8
English Learners	74.6
Homeless	4.2
Migrant	31.9
Socioeconomically Disadvantaged	96.2
Students with Disabilities	5.4

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.

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)	11.00	91.67	238.40	82.50	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	3.36	12115.80	4.41
Unknown/Incomplete/NA	1.00	8.33	21.50	7.44	18854.30	6.86
Total Teaching Positions	12.00	100.00	289.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	12.90	92.85	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	2.58	11953.10	4.28
Unknown/Incomplete/NA	1.00	7.15	35.50	12.51	15831.90	5.67
Total Teaching Positions	13.90	100.00	284.00	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	11.90	85.70	215.30	74.60	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.70	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	7.08	18.20	6.32	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.50	2.97	11746.90	4.23
Unknown/Incomplete/NA	1.00	7.15	33.70	11.68	14303.80	5.15
Total Teaching Positions	13.90	100.00	288.70	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.9
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Grayson Elementary School is a dual language school in which the curriculum is in both English and Spanish. All students have access to the English Language Arts material with Wonders & Maravillas. Our students in the ELD program use the Wonders, ELD textbooks depending on their levels. All math, science, and social studies work is translated into Spanish. All students have access to the materials in both languages.

Year and month in which the data were collected

September, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas, 2017	Yes	0
Mathematics	Eureka Math, 2016 Eureka Squared, 2024	Yes	0
Science	Amplify Science California, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

Grayson School was constructed approximately 75 years ago and renovated approximately 21 years ago. The school consists of a main administrative office and two classroom wings with four classrooms per wing. In addition, ten portable buildings accommodate additional classrooms including a preschool, library, and additional classrooms. The campus includes a regulation-size soccer field, a volleyball net, and basketball courts. Grayson School provides a clean, safe learning environment. Yard duty supervisors consist of classified and certificated employees who monitor the school on a daily basis before, during, and after school. The restrooms are clean, including sinks, stalls, and soap dispensers, and all of the urinals and toilets are in working condition. An eight-hour day custodian and a six-hour night custodian keep the facilities clean. Repairs and maintenance are done as needed. Minor repairs are handled by the day and night custodian. Our custodial staff diligently works to keep our school clean, safe, and graffiti-free. Two disabled parking spaces have been added to the parking lot.

Major repairs are deferred to the District maintenance crew. Maintenance Projects:

During the Summer of 2021 two additional portables were added to campus in order to house our 6th grade students that are now remaining on the elementary campuses. A cinder block wall was removed to give better sight lines of the new classrooms, restrooms and courtyard to improve safety. There was also a new playground structure installed for the 3rd-6th grade students incorporating music and obstacle courses. In the Summer of 2020, the office was completely remodeled to include a new office entrance to access the campus, and a new gate was also installed in order to secure the campus during school hours. Outdoor picnic tables were added to allow students outdoor seating and allow for social distancing. There is also a new shade structure with more tables that was completed in March of 2021.

Recently November, 2024, a water pipe broke and needed repair. A special board meeting was held on 11/18/2024 to address the water concerns at Grayson Elementary. Resolution 11182024-A was passed by the school board so the needs of the facility can be addressed.

Year and month of the most recent FIT report

8/23/2024

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			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Lower Grade Girls RR: Toilet Leak Vacuum Breaker 3rd stall
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	12	34	34	46	47
Mathematics (grades 3-8 and 11)	16	10	18	17	34	35

2023-24 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.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	143	100.00	0.00	11.89
Female	61	61	100.00	0.00	13.11
Male	82	82	100.00	0.00	10.98
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	143	143	100.00	0.00	11.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	100	100	100.00	0.00	2.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	139	139	100.00	0.00	12.23
Students Receiving Migrant Education Services	41	41	100.00	0.00	7.32
Students with Disabilities	14	14	100.00	0.00	0.00

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	143	100.00	0.00	9.79
Female	61	61	100.00	0.00	4.92
Male	82	82	100.00	0.00	13.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	143	143	100.00	0.00	9.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	100	100	100.00	0.00	3.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	139	139	100.00	0.00	9.35
Students Receiving Migrant Education Services	41	41	100.00	0.00	2.44
Students with Disabilities	14	14	100.00	0.00	0.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.76	11.11	15.34	13.55	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	36	100.00	0.00	11.11
Female	16	16	100.00	0.00	6.25
Male	20	20	100.00	0.00	15.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	11.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	93%	97%	93%	97%

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.

2024-25 Opportunities for Parental Involvement

All families are encouraged to become informed and actively involved. We invite everyone to attend our Back-to-School Night, Kindergarten orientations, Open House, informational meetings, School Site Council, and English Language Advisory Council. Our Parent Volunteers help support our events by volunteering their time and items. Our School Site Council team is elected by the school community and staff, and their role is to discuss and develop our School Plan for Student Achievement. This Spring, we will have the PIQE organization come to ur site and virtually on reading strategies.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	283	270	44	16.3
Female	131	125	16	12.8
Male	152	145	28	19.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	279	266	44	16.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	220	208	31	14.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	270	259	43	16.6
Students Receiving Migrant Education Services	90	86	7	8.1
Students with Disabilities	23	22	2	9.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.45	3.60	3.18	7.86	6.78	7.67	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.18	0.21	0.28	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.18	0.00
Female	3.82	0.00
Male	2.63	0.00
Non-Binary		
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	3.23	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	2.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students Receiving Migrant Education Services	1.11	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Grayson Elementary School has conducted and created a comprehensive school safety plan that follows District and school policy. The Safety Plan was recently reviewed/updated in November and December 2024 and was Board approved on February 5, 2024. Monthly Fire drills and other safety drills ensure orderly responses by teachers, staff and students in such an event. In addition, teachers are trained in safety procedures for a “Lockdown” event.

Grayson has also increased supervision before and after school. Our annual school climate survey consistently indicates that students (and teachers) feel safe at school. Grayson strongly promotes PBIS and positive social interactions between students on the playground, in the classroom, and in the cafeteria. Our “Cougar in Action” recognizes students who are following our school rules of Respect Others, Offer Kindness, Act Responsibly, Remember Safety.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	36			4
1	31		4	
2	42			4
3	45			4
4	37			4
5	41		1	3
6	32		2	2

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22		4	
1	18	4		
2	15	6		
3	20	3	3	
4	20	2	2	
5	18	4		
6	22		4	
Other	20	4	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	3		
1	24		4	
2	18	4		
3	16	4		
4	21	2	2	
5	19	4		
6	19	4		

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	10008	360	9648	84430
District	N/A	N/A	12440	\$83,065
Percent Difference - School Site and District	N/A	N/A	-25.3	1.6
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-11.0	-11.5

Fiscal Year 2023-24 Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students: English Learner programs, including English Language Development (ELD) and supplemental materials for support of English Learners and students of low socio-economic status. This includes extra books for in-class libraries and books to support Social Emotional Learning and diversity. The iReady online Reading and Math program is used as an individualized intervention and enrichment program depending on the level of each student. There are three intervention aides that provide support to students falling behind academically. This push-in model is to help students in areas where the teachers find students need the most support.

Starting this year 24-25, Grayson has implemented the 95% Group supplemental material to use with the Wonders program. Intervention has a new program; Corrective Reading and is used with 3rd-6th grades. Students in the grades 1st-2nd will be using SIPPS for reading intervention.

Grayson has a full-time counselor that supports student's social emotional and academic needs. The counselor does class presentations that reflect on the PBIS characteristics of the school, she has done restorative circles and PBIS activities.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,331	\$58,855
Mid-Range Teacher Salary	\$85,069	\$92,519
Highest Teacher Salary	\$119,116	\$114,665
Average Principal Salary (Elementary)	\$145,305	\$142,791
Average Principal Salary (Middle)	\$151,224	\$151,078
Average Principal Salary (High)	\$163,828	\$167,094
Superintendent Salary	\$243,556	\$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

District Professional Development:

Professional development activities are delivered through after-school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. A district-wide professional development day was held on November 1, 2024, in a conference format, where staff were provided a variety of trainings. The focus of professional development activities is determined by reviewing student academic progress, district initiatives, and site needs. Major focus areas in being focused on are reading, a variety of teaching strategies, and student engagement.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

Site Specific Professional Development:

We have provided staff development to our staff in PLC, small groups instruction and reading. The focus was on reading intervention, student engagement and EL strategies.

We continued more in-depth training reading strategies, intervention and use of data (PLC). We continue to look for ways to support our staff with curriculum and instruction to improve student achievement through improving instructional practices.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	16	20	25