Grant 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	Grant Elementary School
Street	3901 G St.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2552
Principal	Rachel Brakeman-Arnold
Email Address	brakemanr@eurekacityschools.org
School Website	
Grade Span	K-5
County-District-School (CDS) Code	12-62752-6007777

2024-25 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2024-25 School Description and Mission Statement

School Mission
Grant Elementary School is committed to providing quality educational programs in a safe community atmosphere which fosters high academic standards while supporting the social and emotional development of our students and prepares them to be responsible citizens in a global society.

School Vision
At Grant Elementary, the vision is for teachers, staff, families, and the community to work together, maintaining an inclusive

2024-25 School Description and Mission Statement

environment that honors the uniqueness of each individual, where all students feel safe and are motivated to reach their highest potential.

School Profile
At Grant Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. Grant is in our third year of being a Community School where we look at the whole child and provide wrap around services for our students and families. We promote academic growth, focusing on written language and the development of higher level thinking. Amplify has been adopted for all grade levels as our Language Arts curriculum. Our district uses Everyday Mathematics and as a site we are focusing on implementing the Eight Mathematical Practices. We provide hands-on science instruction with our Nature Trail and implementation of the Next Generation Science Standards. We partner with Friends of the Dunes, Mad River Hatchery, Wolf Creek Educational Center, Eel River Estuary Preserve, and Redwood Environmental Education Fair to provide rich learning experiences for our students. Grant has also started a school garden community partnership that our students and staff are very excited about. This year Eureka City Schools added Visual and Performing Art Teachers to support students and teachers. All students receive music instruction through our two Music Teachers. TK-third grade get push-in music, while our fourth and fifth grade students receive musical instruction. Our teachers are committed to professional development and collaborate on a regular basis. Grant is in our third year of creating a Visible Learning School through ongoing professional learning.

Major Achievements
Positive Behavior Intervention & Supports and Restorative Practices for all students, Second Step Pro-Social Skills Curriculum for all students, Response to Instruction & Intervention in ELA and Math, Community Schools. We are pleased to not only have a site-based Leadership Team to support instruction and social-emotional well-being, but also a Student Leadership to capture student voice and help make decisions that support our students.

Focus for Improvement
Grant has adopted Amplify Language Arts Curriculum for all grades and is focusing on implementing Guided Reading K-5. Each grade level has a dedicated What I Need time (WIN) in which students are provided reading instruction at their instructional reading level for K-fifth grade. Continuous progress monitoring is taking place to ensure that students are meeting benchmarks. Grant has seen an increase of chronic absenteeism rates, but was pleased to see this drop in the 2024-25 school year. Grant has implemented a Attendance Team that meets weekly to support families with attendance barriers. Grant has also seen an increase in the 2023-24 school year in suspensions. Grant has implemented an Multi-Tiers Systems of Supports (MTSS) team that meets weekly to review student progress and establish tiered systems of support. Grant staff have completed Restorative Practices training to better support students. Grant has a Restorative Practice Support Specialist (RPSS) and a Behavior Support Aide (BSA) who work alongside administration to provide support for students who may be having a challenging time with their emotions and behaviors.

We will:
*Continue to use literacy assessments early in the year to provide students struggling in reading with support and to monitor their progress. Continue a school-wide academic intervention model utilizing our 1.0 Reading Intervention Teacher and 1.0 English Language Development Teachers, Literacy Techs, and classroom teachers. Within this model teachers collaborate regularly to make academic decisions about student learning and determine best practices for differentiating instruction.
*Implement schoolwide strategies to improve English learners' academic and English language development as well as their reading comprehension.
*Increase technology/computer use in each classroom by students. Increase technology/computer usage for students at home.
*Expand the use of research-based academic support throughout the school day to improve students' reading skills and ensure our District Instructional Norms are incorporated into our daily instructional practices schoolwide.
*Continue to support each student's personal, social, and emotional growth.

We are committed to offering a complete educational experience at Grant. Our After School program provides enriching academic, sports and recreational activities. We make every effort to accommodate working parents.

We personally extend an open invitation to all of you as we enjoy meeting new families and are committed to the education of each and every student at Grant School. We are a community of collaborative lifelong learners.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	27
Grade 2	52
Grade 3	44
Grade 4	31
Grade 5	52
Total Enrollment	273

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	3.3
Asian	11
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	2.2
Two or More Races	12.1
White	43.2
English Learners	16.5
Foster Youth	1.5
Homeless	7.3
Socioeconomically Disadvantaged	69.6
Students with Disabilities	16.8

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)	12.40	100.00	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.50	4.05	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	9.80	5.33	18854.30	6.86
Total Teaching Positions	12.40	100.00	185.20	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)	14.80	100.00	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	11.60	5.84	15831.90	5.67
Total Teaching Positions	14.80	100.00	198.60	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)	13.60	93.19	169.20	85.86	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	1.00	6.81	13.00	6.62	14303.80	5.15
Total Teaching Positions	14.60	100.00	197.10	100.00	277698.00	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.

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
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Data Collected September 2024

Eureka City Unified held a Public Hearing on October 3, 2024, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Core Knowledge Language Arts CKLA, Adopted 2023 4-5: Core Knowledge Language Arts CKLA, Adopted 2023 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill Everyday Math, Adopted 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
Science	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Teachers Curriculum Institute TCI, adopted 2022	Yes	0

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

School Facility Conditions and Planned Improvements

Grant School had a partial roof replacement during the 2015-16 school year. The custodial staff work hard to keep the campus clean and well maintained. With Measure S, a local bond, a new bell/public announcement system was installed. Grant is in the engineering and planning stages for a new parking lot and student drop off and pick up zone.
Grant maintains a clean, safe environment in which students feel welcomed and supported.

Year and month of the most recent FIT report	8/15/2024

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: Dry rot on driveway eave Classroom 13: Dry rot on siding Classroom 14: Dry rot on siding Classroom 7: Dry rot on 1 x 4 trim Library: Dry rot on siding, hole is plywood overhang
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 15: Door not latching Kitchen: Driveway asphalt rough and difficult to roll Food Service delivery carts across

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)	35	27	34	36	46	47
Mathematics (grades 3-8 and 11)	27	22	22	22	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	123	119	96.75	3.25	26.89
Female	56	53	94.64	5.36	30.19
Male	67	66	98.51	1.49	24.24
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	9.09
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	33	91.67	8.33	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	28.57
White	60	59	98.33	1.67	30.51
English Learners	20	18	90.00	10.00	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	99	97.06	2.94	21.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	9.09

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	123	120	97.56	2.44	21.67
Female	56	53	94.64	5.36	20.75
Male	67	67	100.00	0.00	22.39
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	18.18
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	34	94.44	5.56	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	14.29
White	60	59	98.33	1.67	27.12
English Learners	20	20	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	99	97.06	2.94	16.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	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)	22.58	23.91	26.10	26.99	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	47	46	97.87	2.13	23.91
Female	19	18	94.74	5.26	22.22
Male	28	28	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	12	92.31	7.69	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	25.93
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
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	93.6	93.6	93.6	91.5	95.7

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

Parent Involvement
Grant School welcomes parent/guardian involvement! We encourage parents/guardians to volunteer in classrooms, on field trips, for Trekking Tuesday (the first Tuesday of the month), or in our school library. You can find more information about volunteering on the Eureka City Schools website. We also welcome parents to become involved in some of the decision making groups on campus such as our School Site Council, and English Language Advisory Council. This school year, we implemented a weekly Bulldog Morning Brew where parents/guardians can meet with our Community Schools Liaison and Principal to share suggestion, provide feedback, and express concerns. We have a monthly recognition for our Students of the Month. At this reception students that are consistently safe, respectful, and responsible on campus are recognized for their hard work and then they are recognized at our Monday Morning assembly. We encourage parents to attend various family nights throughout the year. In addition, our PTA (Parent, Teacher Association) is actively seeking new members. Many new events are being planned to bring parents into our school. PTA meetings are held the second Monday of each month at 5:00pm.

Grant is a wonderful school with a very dedicated and caring staff. Please come visit us; we would love to show you around. If you have any questions, please do not hesitate to call.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Grant Elementary School at (707) 441-2552.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	316	299	88	29.4
Female	155	144	39	27.1
Male	161	155	49	31.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	33	5	15.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	87	26	29.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	13	39.4
White	136	130	39	30.0
English Learners	54	52	11	21.2
Foster Youth	--	--	--	--
Homeless	40	40	25	62.5
Socioeconomically Disadvantaged	259	246	83	33.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	57	24	42.1

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 data.

Suspensions								
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
1.46	3.58	5.06	6.71	8.03	7.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.05	0.05	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.06	0.00
Female	1.94	0.00
Male	8.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.78	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	6.62	0.00
English Learners	1.85	0.00
Foster Youth	0.00	0.00
Homeless	7.50	0.00
Socioeconomically Disadvantaged	5.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.34	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

Safety of students and staff is a primary concern at Grant Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed annually and updated by the School Safety Committee. All revisions are communicated to both the classified and the

2024-25 School Safety Plan

certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year (and as needed) Earthquake drills are held four times a year (and as needed). Students are supervised before and after school by certificated staff, classified staff, and the Principal. Classified staff and the Principal assist with supervision during lunch and break periods. There is a designated area for student drop-off and pick-up. Our P.B.I.S. (Positive Behavior Interventions and Supports) program is fully implemented and all students and staff support the same school rules: BE SAFE, BE RESPECTFUL and BE RESPONSIBLE. Monthly monitoring of SWIS data helps our staff make data-informed decisions about improving our school climate, student behavior, and procedures to ensure success for all students. The current Safe Schools Plan was updated and adopted by the School Site Council on November 13, 2024. Annualy the plan is board approved in February.

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	16	1	2	
1	14	2	1	
2	15	1	1	
3	15	1	2	
4	14	1	1	
5	14	1	1	
Other	16	1	1	

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	18	1	1	
1	25		2	
2	24		2	
3	27		1	
4	15	1	1	
5	14	1	1	
Other	15	1	1	

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	24		2	
1	27		1	
2	26		2	
3	22		2	
4	31		1	
5	17	1	2	

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	0.8
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	$7,820	$2,087	$5,733	$58,947
District	N/A	N/A	$8,833	$67,397
Percent Difference - School Site and District	N/A	N/A	-42.6	-13.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-61.1	-39.2

Fiscal Year 2023-24 Types of Services Funded

Grant is a Title I school. We also receive funds through the state LCFF, which generates the District's LCAP. We use these funds to support our categorical programs and supplemental services. We use these funds to support our categorical programs and supplemental services. Our budget is submitted to the School Site Council and district for their approval on a yearly basis. Support services at Grant Elementary are provided through our categorical programs with the planning and guidance of our teaching and administrative staff.

Two full time Educational Specialists and two instructional aides work in tandem with our School Psychologist to provide direct services for our special education students. Literacy Technicians and Classroom Aides support our classroom instruction. A full time (1.0 FTE) English Language Development teacher and a part-time English Language Technician support students in order to accelerate learning for students working to acquire the English
Language. A full time (1.0FTE) Reading Interventionist and six part-time Classroom Aides that supports instruction in the general education classrooms and provides small group instruction both inside of the general education classrooms and as a pull-out service. A CARE Specialist, (Comprehensive Approach to Responsive Environments), supports teachers and students in the area of behavior, professional development, supporting Grant's GATE program, and as Student Study Team coordinator, supporting and providing professional development for teachers and aides with proper implementation of lessons and delivery of materials, in addition to various other duties and responsibilities. Our After School Program provides students with extra academic support. Grant also has a 1.0 FTE Behavior Support Aide to assist general education teachers with tiered social-emotional and behavioral support.

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	$46,858	$54,930
Mid-Range Teacher Salary	$68,005	$85,386
Highest Teacher Salary	$92,039	$111,172
Average Principal Salary (Elementary)	$103,216	$136,564
Average Principal Salary (Middle)	$124,593	$141,339
Average Principal Salary (High)	$128,480	$153,241
Superintendent Salary	$232,201	$224,537
Percent of Budget for Teacher Salaries	25.04	28.69
Percent of Budget for Administrative Salaries	6.14	5.55

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, CELDT, and district benchmark exams, and results from SWIS data that demonstrate effective PBIS practices.

During the 2023-2024 school year various training opportunities were provided; Visible Learning, CKLA/Amplify trainings, Interim Assessments, Everyday Mathematics, TCI, PBIS, Student Success Team process training, Restorative Practices, and many teachers, support staff, and our principal are involved in the Getting Reading Right professional development series. Monthly Teacher Academies are offered which focus around various topics such as; New Teacher Academy, Technology, Special Education and Social Emotional Learning. In addition, ongoing PBIS and Trauma Informed Practices trainings are provided.

Professional development is provided during after school workshops, through participation on district-wide committees, at conferences, during Monday teacher collaboration and on days teachers are released from classroom duties. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated throughout the year relating to particular employment strands. The Humboldt County Office of Education provides ongoing staff development addressing certificated personnel, classified personnel, pupil services, parents, and administrators.

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	6	6	6