

Grant Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Grant Elementary School
Street	2400 Downer Ave.
City, State, Zip	Richmond, CA, 94804-1458
Phone Number	510-231-1422
Principal	Farnaz Heydari
Email Address	fheydari@wccusd.net
School Website	www.wccusd.net/grant
County-District-School (CDS) Code	07617966004774

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Grant Elementary School was built in 1956 and is located in the city of Richmond along the 23rd St. corridor. The school is located on Downer Avenue between 24th and 25th Streets. Grant is a Title I school with 100% free and reduced lunch. Our student population is largely Latino. Grant has had several facility improvements this past year. Grant Elementary has 570 students from Transitional Kindergarten through 6th grade. Our student population is largely Latino, with 60% English Language Learners.

Staff and parents at Grant Elementary work together to create and provide a safe environment that is conducive to learning and developing academic and social skills. Together we strive for our students to become lifelong learners and productive citizens. We feel strongly that it is important to address all of the needs of the child. We share a belief that our children deserve to be prepared so that they are ready and able to pursue any career or life path they choose when they grow up. Our teachers participate in many professional development opportunities in order to provide the best learning opportunities for all learners. We are robustly implementing the Common Core State Standards in our TK through 6th-grade program. We also offer many opportunities for parents to provide input and receive information. There are monthly SSC, ELAC, and APPAC meetings, Informational Coffees, parent workshops, parent-teacher conferences, assemblies, and messages on ClassDojo, ParentSquare, and social media to keep parents informed and involved. Our School Community Worker helps to support our families with any educationally related concerns and connects families to community resources to address other concerns they may need assistance with.

Grant is an RTI2 school, which means we offer both academic and behavioral support to all students. The Grant community also respects and celebrates the diverse backgrounds of its parents and students. Our Learning Center provides pull-out support for students who need more specialized instruction and we also offer push-in support to classrooms where our data shows the need. We offer differentiated instruction in all subject areas to provide support for individual learning styles while maintaining high, attainable expectations for students. Intervention programs have also been added to target learning gaps for our struggling students. Study trips are arranged by teachers to enhance student learning and give them real-world applications. In addition, we have a large after-school program that supports the core subjects and provides a variety of extracurricular activities to enrich the lives of our students.

2023-24 School Description and Mission Statement

We have had many initiatives for behavioral support as part of our RTI2 model. Five years ago, a Multi-tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), were implemented. MTSS is to support a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems allows us to think in a new way about both disability identification and early intervention assistance for the most vulnerable, academically unresponsive children.

PBIS is based on a problem-solving model and aims to prevent inappropriate behavior by teaching and reinforcing appropriate behaviors. PBIS is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to the development and improvement of behavior problems.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach is critical for factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school. We have received a PBIS distinction at the Gold Level as well as accommodations for our outstanding contribution of support and care during the unprecedented COVID-19 pandemic and resulting disruptions to school.

We are continuing to support our parents by providing them with the know-how to use these same tools in guiding their students while at home. We will continue with our school-wide use of Mindfulness- a specific and intentional practice of paying attention to the present moment without judgment. Through focused and specific awareness, mindfulness builds skills to navigate All thoughts, emotions, physical sensations, and experiences by coming back to the here and now! Our Social Emotional Support of students includes mindfulness instruction that is taught on its own and also woven into our use of the Second Step.

Three years ago, we lost our funding to support our work with the Seneca Family of Agencies. As a team, we are dedicated to providing all our students with an Unconditional Education. We will continue to support and coordinate services for identifying, referring, and tracking the progress of students requiring support. All stakeholder groups want us to use site funds to continue adequate support for our students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	83
Grade 2	81
Grade 3	89
Grade 4	79
Grade 5	71
Grade 6	64
Total Enrollment	562

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
Asian	3.6%
Black or African American	5.3%
Filipino	0.9%
Hispanic or Latino	85.6%
Two or More Races	0.7%
White	3.9%
English Learners	64.6%
Homeless	1.1%
Migrant	0.4%
Socioeconomically Disadvantaged	88.6%
Students with Disabilities	13.3%

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

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)	21.60	86.09	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	5.96	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.95	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	25.10	100.00	1403.90	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)	19.30	68.21	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	7.06	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	5.30	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	5.50	19.43	91.20	5.99	15831.90	5.67
Total Teaching Positions	28.30	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.50	0.00
Misassignments	1.50	1.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.5	5.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

July 2023

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	Boys restroom in room 22 - Ceiling tile is missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Boys portable restroom on playground - Hand dryer is not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Boys restroom in room 22 - Ceiling tile is missing. Boys portable restroom on playground - Hand dryer is not working.
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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	8	12	32	32	47	46
Mathematics (grades 3-8 and 11)	6	8	21	22	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	313	285	91.05	8.95	12.10
Female	158	146	92.41	7.59	16.78
Male	155	139	89.68	10.32	7.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	15	83.33	16.67	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	266	241	90.60	9.40	10.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	212	187	88.21	11.79	2.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	299	274	91.64	8.36	11.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	35	83.33	16.67	8.82

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	312	289	92.63	7.37	8.39
Female	157	148	94.27	5.73	8.84
Male	155	141	90.97	9.03	7.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	16	88.89	11.11	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	265	245	92.45	7.55	6.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	211	192	91.00	9.00	3.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	298	277	92.95	7.05	8.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	33	78.57	21.43	3.13

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.84	7.69	18.49	20.56	29.47	30.29

2022-23 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	72	65	90.28	9.72	7.69
Female	26	24	92.31	7.69	8.33
Male	46	41	89.13	10.87	7.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	54	93.10	6.90	7.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	39	88.64	11.36	5.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	65	91.55	8.45	7.69
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	95.8	95.8	95.8	95.8	95.8

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.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in the SSC, ELAC, AASAT, and PTA- as committees assisting in developing the shared vision and mission of the school. Parental input and participation are highly valued and appreciated by the school staff. Parents are also encouraged to get a district volunteer badge and help in the classrooms, on study trips, and during lunches. In addition, Parents are invited to attend our Informational Coffees, these give parents an opportunity to speak in a casual setting with various experts on a variety of topics. During these meetings, guest presenters provide support on topics of concern.

In partnership with local organizations, we provide parents with opportunities to learn ways in which they can support their children at home with their learning. Family Nights are part of the school's tradition to provide parents with tools in supporting their children and becoming involved in their children's education. Other family fun events are planned throughout the year and parents are encouraged to participate actively. For the convenience of our Spanish-speaking parents, our meetings are bilingual.

In addition to the above, we will use our network of Community Partners, to provide opportunities for our parents to gain useful information such as awareness of age-appropriate disciplinary techniques, to identify important health issues in their community and enhance their own abilities to address these health issues with concrete solutions based on the strengths of the community.

For more information, please contact our office at (510) 231-1422.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	618	295	47.7
Female	310	299	129	43.1
Male	331	319	166	52.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	3	15.0
Black or African American	39	36	26	72.2
Filipino	5	5	0	0.0
Hispanic or Latino	545	526	253	48.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	2	40.0
White	26	26	11	42.3
English Learners	440	428	193	45.1
Foster Youth	2	0	0	0.0
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	611	592	285	48.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	100	96	49	51.0

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.67	1.25	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.25	0
Female	0.97	0
Male	1.51	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.56	0
Filipino	0	0
Hispanic or Latino	1.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.91	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	8	4	
1	22	2	6	
2	22		6	
3	22		6	
4	31		2	
5	31		2	
6	28		4	
Other	18	4		

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	20	6	4	
1	21	7		1
2	21	4	4	
3	23		6	
4	25		4	
5	24		4	
6	28		4	
Other	17	6	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	17	10	0	0
1	24	2	6	0
2	19	6	2	0
3	19	6	2	0
4	29	0	4	0
5	26	0	4	0
6	25	0	4	0
Other	18	6	4	0

2022-23 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

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7904.17	2986.6	4917.57	61344.51
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-11.5	-23.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-23.1	-35.6

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

ACCO BRANDS CORP
 AMAZON
 BLUE CHIP TEES
 CAPSTONE CLASSROOM
 D HARRIS TOURS INC
 EAST BAY CENTER FOR PERFORMING ARTS
 EDVENTURE MORE
 ESGI LLC
 FARNAZ HEYDARI
 FOLLETT CONTENT SOLUTIONS LLC
 IXL LEARNING
 JONES SCHOOL SUPPLY
 KBA DOCUMENT SOLUTIONS, LLC
 LAKESHORE LEARNING MATERIALS
 LOVE LEARN SUCCESS
 MICHAEL D. MURPHY
 MIMEO.COM INC
 NEW LIFE CAFE
 NEW LIFE MOVEMENT
 NOAH'S BAGELS
 NV CONSTRUCTION LLC
 OGLA ESTRADA
 PANERA BREAD COMPANY
 PISOR FENCE DIVISION, INC.
 PLAYWORKS EDUCATION ENERGIZED
 RENAISSANCE LEARNING INC
 SCHOLASTIC EDUCATION
 SCHOOL MATE
 SCHOOL YARD RAP LLC
 SENECA CENTER
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 THE MINDFUL PROJECT
 TNT SCHOOL SUPPLIES
 US BANK

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

An Unconditional Education approach will continue to be our school-wide focus at Grant. The Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social-emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of all students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. Our teachers are provided professional development opportunities that provide them with tools that allow them to serve the whole child. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Supports engage teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Our school leadership has sought out training to improve our ability to provide strong instructional leadership and guide teaching and learning at our school site. We provide support to our teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in Standards-Based Curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, and educational technology.

In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Specifically, monthly professional development is planned and presented to the Grant Staff based on needs identified by teachers. Grade levels meet weekly and meet regularly with district coaches, the principal, and the vice principal to review data and plan instruction. Teachers are encouraged to attend conferences, workshops, and training outside of the school day. They may also visit other schools or classrooms within Grant.

In order to best support our students' social-emotional Development, our staff has been receiving Professional Development around Trauma from our Seneca Partnership. Our staff has worked closely with Seneca to complete a School Climate Assessment to improve our culture and climate. Teachers will continue to be supported in receiving training and maintaining a positive classroom environment by implementing behavioral interventions that support students. Through a trauma-informed lens, continuous support of stakeholders, professional development, and uniform practices, we will prepare our school community in taking the proper approach to the education and development of our students. In addition, we will tap into all professional development opportunities provided by the Anti-Defamation League including Anti-Bias, Anti-Bullying, and Ally Training. Furthermore, our staff will be working with the Office of African American Student Achievement-OAASA in continuing our dialogue around Race and Equity which are at the core of our work.

Professional Development

Our School has been recognized as a Gold Level School for two consecutive years by the California PBIS state Recognition System as well as the Community Service Award. This past year, we received a Silver Level as we did not have the extra personnel to input more in-depth data in our trackers for the distinction.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20