Grand View Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

School Name	Grand View Elementary School
Street	39746 Road 64
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7275
Principal	Jesse Rodriguez
Email Address	jesse.rodriguez@dinuba.k12.ca.us
School Website	grandview.dinuba.k12.ca.us
Grade Span	K-6
County-District-School (CDS) Code	54-75531-6053961

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	MKochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

A Message from the Principal

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

We are currently using the adopted HMH curriculum in English Language Arts program in grades Kinder through 6th. In the

2025-26 School Description and Mission Statement

area of Mathematics, Illustrative Mathematics has been adopted in kindergarten through sixth grade. Our students are challenged daily with rigorous curriculum and meaningful activities designed to teach the California Common Core Standards at each grade level. Instructional strategies as well as the most current lesson designs are being practiced ensuring that students achieve with a high level of understanding. Several of our teachers have over 10 years of experience teaching, and they continue to improve their skills to best meet the needs of every child.

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

Our interventions include re-teach, remediation, and enrichment. Grand View also ensures a rigorous English Language Development program (English 3D) as well as a GATE program, which meet the diverse needs of our students.

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

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

CAASPP scores have been steadily increasing over the past 4 years in English Language Arts.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	50
Grade 2	35
Grade 3	38
Grade 4	57
Grade 5	48
Grade 6	57
Total Enrollment	356

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.6
Asian	1.7
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0.6
White	2.5
English Learners	40.7
Homeless	1.1
Migrant	7
Socioeconomically Disadvantaged	90.2
Students with Disabilities	8.4

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.

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)	13	86.67	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	2	13.33	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	21.5	7.76	15831.9	5.67
Total Teaching Positions	15	100	277.9	100	279044.8	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.

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	86.67	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.67	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.67	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.2	6.21	14303.8	5.15
Total Teaching Positions	15	100	277.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	93.33	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	1	6.67	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	5.66	13705.8	4.91
Total Teaching Positions	15	100	276.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	10/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. HMH is the adopted English Language Arts Curriculum. Adopted in 2023.	0
Mathematics	All in good condition. Illustrative Mathematics is the adopted Mathematics curriculum. Adopted in 2021	0
Science	All in good condition. TWIG Science- TWIG Science curriculum for grades TK-6th. adopted 2019.	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020.	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Grand View Elementary provides a safe, clean environment for learning. Our facilities are in good condition overall. We make regular repairs; prioritize funding for deferred maintenance, and handle major expenses yearly as funds are available. In September of 2014 Grand View received 2 additional modular classrooms. These two modular classrooms along with our 13 portable classrooms and four permanent classrooms bring Grand View's total to 19 classrooms. The older classroom wing and cafeteria are more than 50 years old with the portables being 9 years old. All rooms have security telephone and intercom systems. In 2014, we also replaced our primary grade outside play station with a modern unit including 2 slides and a spiral climbing area. In 2020, additional playground equipment was added. In the summer of 2022, we added two canopy shade structures on the primary and intermediate fields. Additional parking was also created in 2014 by extending the northern parking lot. In 2016, a new entrance into the office was created along with security gates to further our efforts toward student safety. In the summer of 2017, the intermediate grade restrooms were refurbished including hand dryers. In the summer of

School Facility Conditions and Planned Improvements

2018 new carpet was installed in four classrooms, completing our project to replace carpet in all classrooms. Also in the summer of 2018, all parking lots and blacktop areas were resurfaced for durability and safety. Our well-maintained grounds provide a beautiful setting. The district insurance agent inspects our campus annually to insure a safe environment. In the summer of 2019 the north and west parking lots were restriped. In the summer of 2023, the office floors were retiled and the principal's office refurbished. All basketball poles were replaced with new ones, and two adjustable basketball poles were added to the primary blacktop. The old campus marquee was also replaced with a new digital marquee at the front of the campus. In the summer of 2025, we installed a drainage system between our cafeteria and office buildings which has eliminated flooding during the rainy season. We also added two more outside cameras and two inside cafeteria cameras.

Year and month of the most recent FIT report	7/1/2025

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 RR (NEAR 8): urinal fills too long/high & drains slow (work order submitted) wall has cracks in it, tile is cracking in the handicap stall, rusted vent, paint peeling on walls GIRLS RR (NEAR 8): rust around the windows KITCHEN: tile is lifting, needs to be replaced RM 3: drinking faucet has a low flow (work order submitted) tackboard peeling on south wall under the windows STAFF RR (NEAR 2): cracks in walls all the way around the restroom STAFF RR (NEAR 3): cracks in walls all the way around the restroom
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			RM 11: stains in carpet RM 2: storage too high, curtain valances not fire treated/rated, ethernet box cover needs to be replaced, electrical panel is blocked, red stain in carpet
Electrical	X			RM 2: storage too high, curtain valances not fire treated/rated, ethernet box cover needs to be replaced, electrical panel is blocked, red stain in carpet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RM 14: tackboard peeling, non-flame retardant curtains, storage too high, drinking fountain has no water
Safety: Fire Safety, Hazardous Materials	X			BOYS RR (NEAR 8): urinal fills too long/high & drains slow (work order submitted) wall has cracks in it, tile is cracking in the handicap stall, rusted vent, paint peeling on walls RM 1: electrical panel is blocked RM 13: fire pull station blocked RM 14: tackboard peeling, non-flame retardant curtains, storage too high, drinking fountain has no water RM 18: fire pull station is blocked RM 2: storage too high, curtain valances not fire treated/rated, ethernet box cover needs to be replaced, electrical panel is blocked, red stain in carpet STAFF ROOM (10): drinking fountain oversprays,(work order submitted),storage too high,

School Facility Conditions and Planned Improvements

				fridge & ice machine need to be on cement boards/not carpet
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 5: doors to cabinets under sink are hanging, ceiling tiles need to be replaced (work orders submitted)paint chipping around window seals

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	50	47	50	47	48
Mathematics (grades 3-8 and 11)	29	37	29	31	35	37

2024-25 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	210	206	98.10	1.90	49.51
Female	104	100	96.15	3.85	48.00
Male	106	106	100.00	0.00	50.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	197	193	97.97	2.03	49.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	93	91	97.85	2.15	28.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	193	97.97	2.03	48.19
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	20	19	95.00	5.00	15.79

2024-25 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	210	208	99.05	0.95	36.54
Female	104	102	98.08	1.92	31.37
Male	106	106	100.00	0.00	41.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	197	195	98.98	1.02	36.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	93	93	100.00	0.00	19.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	197	195	98.98	1.02	35.90
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	20	19	95.00	5.00	5.26

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.18	22.92	17.17	17.58	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96	2.04	22.92
Female	27	26	96.30	3.70	15.38
Male	22	22	100.00	0.00	31.82
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	44	43	97.73	2.27	25.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	15.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	25.58
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.

2024-25 California Physical Fitness Test Participation Rates

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	99%	100%	100%	99%	99%

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.

2025-26 Opportunities for Parental Involvement

There are many opportunities for parents to become involved in the school life of their children. Parent volunteers are always welcome at our school. Reading to, and with students is one of the most powerful ways of increasing student achievement. Reading with, speaking to, and listening to your child everyday will help to increase their knowledge base.

The School Site Council has five parents as voting members and meetings are open to all parents and interested parties. Meetings are held after school four times a year.

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

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

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

For more information about parent engagement opportunities, please contact Cecilia Landeros, Community Liaison, at (559) 595-7275.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	386	376	55	14.6
Female	193	187	28	15.0
Male	193	189	27	14.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	362	354	51	14.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	--	--	--
English Learners	171	167	17	10.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	363	354	53	15.0
Students Receiving Migrant Education Services	27	26	4	15.4
Students with Disabilities	36	34	6	17.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.67	3.84	1.3	3.37	3.3	2.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.19	0.15	0.27	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.30	0.00
Female	0.52	0.00
Male	2.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.38	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	1.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.10	0.00
Students Receiving Migrant Education Services	3.70	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.

2025-26 School Safety Plan

Student safety is of the utmost importance at Grand View Elementary. We understand that parents expect their children to be safe in our care, and we take that responsibility very seriously. Staff members monitor our playground and campus before school, after school, and during recess. Our discipline policies curtail fighting and bullying. Grand View has followed the district expectation of implementation of PBIS, Positive Behavior Intervention Support, and has earned the highest state recognition, Platinum Status, from the state of California. By following the tiered intervention plan of PBIS, we have been able to address student expectations for behavior on a similar method as we address our other curricular areas that are taught. Our school counselor, psychologist, campus life mentor, and Behavioral Intervention Aide offer SEL support throughout the day as well as restorative justice practices.

Grand View playground equipment is up to current safety standards and we inspect it regularly. New playground equipment was added in the summer of 2020. In the summer of 2023, basketball poles were replaced with new ones in the intermediate blacktop and two new adjustable basketball poles were added to the primary blacktop. The school marquee was also replaced with an new digital marquee. In 2015-16, a safety fence was added to the north side of the school which has allowed for the campus to be completely fenced in. In the summer of 2018, new carpet was installed in four classrooms completing our project of installing updated carpet in all classrooms.

In 2016, a new entrance into the office was created along with security gates to further our efforts toward student safety. Also in the summer of 2018, all parking and blacktop areas were resealed. In the summer of 2025, we installed a drainage system between our cafeteria and Office building which has eliminated flooding during the rainy season. We also added two more outside cameras and two inside cafeteria cameras. We routinely go over playground safety rules with students, and we hold fire drills monthly. We also conduct lockdown drills and earthquake drills quarterly. Our safety plan is under constant revision, so we will be prepared if an emergency should occur. The School Safety Plan is reviewed and approved by the School Site Council annually. It was last approved on January 27, 2025.

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.

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	0	2	0
1	22	0	2	0
2	24	0	2	0
3	25	0	2	0
4	19	3	0	0
5	20	2	0	0
6	29	0	2	0
Other	0	0	0	0

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	0	2	0
1	16	2	0	0
2	21	1	1	0
3	25	0	2	0
4	25	0	2	0
5	28	0	2	0
6	20	2	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		2	
2	18	2		
3	19	1	1	
4	29		2	
5	24		2	
6	29		2	

2024-25 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	327

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$8,472	$683	$7,788	$94,085
District	N/A	N/A	$13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	-53.3	-6.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-35.5	-6.2

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

Professional Development

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

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

Teachers will have two days of training involving PBIS and SEL supports in January. Grade level teams have scheduled up to three planning days throughout the year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	4