Grand View 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	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	https://www.dinuba.k12.ca.us/Domain/10
County-District-School (CDS) Code	54-75531-6053961

2023-24 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website	dusd.dinuba.k12.ca.us

2023-24 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 area of Mathematics, Illustrative Mathematics has been adopted in Kindergarten through sixth grades. Our students are challenged daily with rigorous curriculum and meaningful activities designed to teach the California Common Core standards at each grade level. Instructional strategies as well as the most current lesson designs are being practiced to ensure that students achieve with a high level of understanding. Several of our teachers have over 10 years of experience teaching, and they continue to improve their skills to best meet the needs of every child.

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

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	44
Grade 2	47
Grade 3	50
Grade 4	56
Grade 5	40
Grade 6	57
Total Enrollment	337

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
American Indian or Alaska Native	0.3%
Asian	2.4%
Black or African American	0.6%
Filipino	0.6%
Hispanic or Latino	90.5%
Native Hawaiian or Pacific Islander	0.6%
White	5%
English Learners	46.6%
Foster Youth	1.5%
Migrant	6.5%
Socioeconomically Disadvantaged	82.2%
Students with Disabilities	6.8%

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)	13.00	86.67	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	13.33	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	15.00	100.00	272.30	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)	13.00	86.67	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	13.33	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.10	5.08	11953.10	4.28
Unknown	0.00	0.00	21.50	7.76	15831.90	5.67
Total Teaching Positions	15.00	100.00	277.90	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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)	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)	13.3	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

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

Year and month in which the data were collected	11/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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.	Yes	0
Mathematics	All in good condition. Illustrative Mathematics is the adopted Mathematics curriculum. Adopted in 2021	Yes	0
Science	All in good condition. TWIG Science- TWIG Science curriculum for grades TK-6th. adopted 2019.	Yes	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	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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 brings Grand Views total to 19 classrooms. The older classroom wing and cafeteria are more than 50 years old with the portables being 9 years old. All rooms have security telephone and intercom systems. In 2014 we also replaced our primary grade outside play station with a modern unit including 2 slides and a spiral climbing area. In 2020 additional playground equipment was added. 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 2018 new carpet was installed in four classroom completing our project to replace carpet in all classrooms. Also in the summer of 2018 all parking lots and blacktop areas were resurfaced for durability and safety. Our well-maintained grounds provide a beautiful setting. The district insurance agent inspects our campus annually to insure a safe environment. In the summer of 2019 the north and west parking lots were restriped. 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.

Year and month of the most recent FIT report	10/25/2023

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			UNISEX REST ROOM (NEAR 19): sign always reads "occupied" even when unoccupied
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			
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)	36	36	46	44	47	46
Mathematics (grades 3-8 and 11)	22	28	25	27	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	203	202	99.51	0.49	35.64
Female	92	92	100.00	0.00	35.87
Male	111	110	99.10	0.90	35.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	187	186	99.47	0.53	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	86	85	98.84	1.16	14.12
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	143	99.31	0.69	32.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

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	204	203	99.51	0.49	28.08
Female	92	92	100.00	0.00	27.17
Male	112	111	99.11	0.89	28.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	188	187	99.47	0.53	27.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	87	86	98.85	1.15	12.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	143	99.31	0.69	27.27
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. 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)	11.11	26.83	19.58	22.47	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	41	41	100.00	0.00	26.83
Female	18	18	100.00	0.00	22.22
Male	23	23	100.00	0.00	30.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	25.00
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.

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	90	95	93	93

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

There are many opportunities for parents to become involved in the school life of their children. Parent volunteers are always welcome at our school. Reading to, and with students is one of the most powerful ways of increasing student achievement. Reading with, speaking to, and listening to your child everyday will help to increase their knowledge base. If you would like more information about opportunities at Grand View for parent involvement and Parenting Partners activities please contact us at (559)-595-7275.

The School Site Council has five parents as voting members and meetings are open to all parents and interested parties.

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

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	375	364	86	23.6
Female	174	171	40	23.4
Male	201	193	46	23.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	2	25.0
Black or African American	2	2	1	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	342	331	75	22.7
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	0	0	0	0.0
White	18	18	6	33.3
English Learners	174	170	30	17.6
Foster Youth	8	6	3	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	309	301	68	22.6
Students Receiving Migrant Education Services	27	27	3	11.1
Students with Disabilities	29	29	10	34.5

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	0.00	2.67	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.67	0
Female	0.57	0
Male	4.48	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.92	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.87	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.24	0
Students Receiving Migrant Education Services	3.7	0
Students with Disabilities	13.79	0

2023-24 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 supports 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. 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.

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	28		2	
1	21	1	1	
2	29		2	
3	20	2		
4	26		2	
5	23		3	
6	23		2	

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	21	1	1	
1	23		2	
2	22	1	1	
3	29		2	
4	19	2		
5	25		2	
6	20	2	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	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

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	337

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

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	$7487	$237	$7250	$85839
District	N/A	N/A	$6120	$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 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 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	$54,014	$54,190
Mid-Range Teacher Salary	$78,586	$85,111
Highest Teacher Salary	$105,086	$104,999
Average Principal Salary (Elementary)	$126,210	$132,492
Average Principal Salary (Middle)	$132,521	$140,987
Average Principal Salary (High)	$153,409	$153,884
Superintendent Salary	$215,000	$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

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. Monthly staff meetings are training opportunities covering all aspects of teaching and learning. Our site Leadership Team is composed of six teachers, the academic coach, and the site principal. They convene monthly to strive for continuous improvement for all staff and to share best practices among the grade levels. Grand View also has a Building Coherence for Instructional Improvement (BCII) model that we have been focusing on. The BCII work addresses writing in all

Professional Development

grade levels and how each grade levels work in writing builds to the following grade. This team of teachers and the site administrator work to improve school wide initiatives that will further the academic development of our students.

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

Teachers had 2 preservice days of training involving PBIS and SEL supports and a November 1 day of professional development on the academic focus of writing.

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	2	2	2