

Grant Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Grant Elementary
Street	2400 Downer Ave.
City, State, Zip	Richmond, Ca, 94804-1458
Phone Number	510-231-1422
Principal	Farmaz Heydari
E-mail Address	fheydari@wccusd.net
County-District-School (CDS) Code	07617966004774

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

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, with 66% English Language Learners. Grant has had several facility improvements this past year. Grant Elementary has 530 students from Pre-school through 6th grade.

Staff and parents at Grant Elementary work together to create and provide a safe environment which is conducive to learning and developing academic and social skills. Together we strive for our students to become life-long 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 have become GLAD Certified 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, awards assemblies, and messages on ClassDojo and social media to keep parents informed and involved. Our School Community Worker helps to support our families with any educationally related concerns and connect 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 which supports the core subjects and provides a variety of extracurricular activities to enrich the lives of our students.

We have had many initiatives for behavioral support as part of our RTI2 model. The first is a school-wide BEST (Building Effective Schools Together) approach. BEST is a framework of best practices that research has proven are critical to successful schools. The second is called The Toolbox Project. This program provides a curriculum for adults to teach students tools for life. The skills the students are learning help them positively cope with the social and emotional challenges they face every day.

Two years ago, 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 through 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 development and improvement of behavior problems.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical 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 (identified in bold) characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school. This past August, we received a PBIS distinction at the Silver Level.

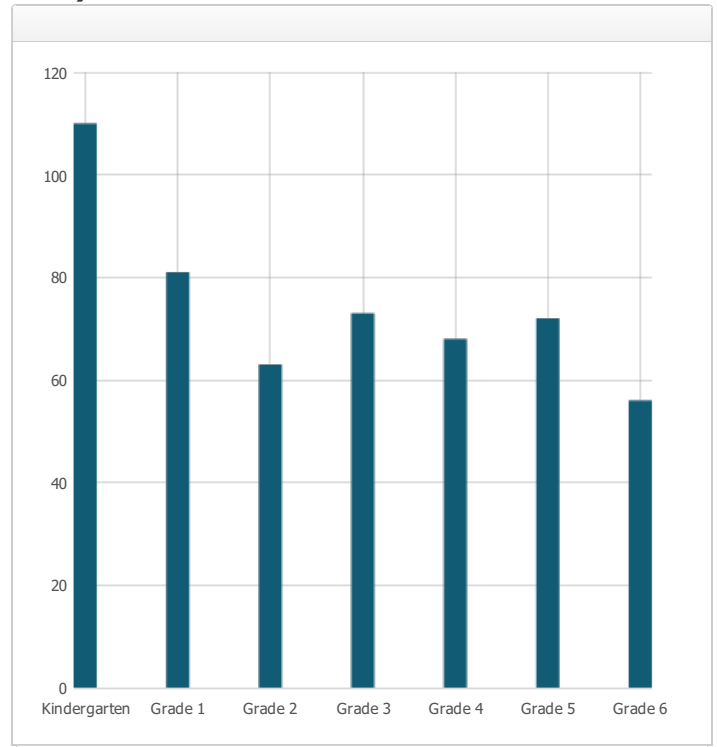
We are also teaching the tools to our parents which help them to use these skills with the children when they are at home. We will continue with our school-wide program Mindful Life- a specific and intentional practice of paying attention to the present moment without judgment. Through focused and specific awareness, mindfulness builds skills to navigate All thoughts, emotions, physical sensations, and experiences by coming back to the here and now! "Rise-Up," Mindful Life Project teaches 50-minute pull out sessions twice per week, to groups of six to eight students in each grade level. During the year students are taught in eight-week rotations of expressive arts, yoga, and performing arts. All sessions include mindfulness instruction that is taught on its own and is also woven into each morality. Through our partnership with Mindful Life, we've seen a dramatic change in the number of discipline referrals.

We are in our final year of a three year grant through Long Foundation to work with Seneca Family of Agencies. The grant provides our site with an Unconditional Education Coach full time. The coach has been utilized to support school leadership to coordinate services at identifying, referring , and tracking progress of students requiring support.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	110
Grade 1	81
Grade 2	63
Grade 3	73
Grade 4	68
Grade 5	72
Grade 6	56
Total Enrollment	523



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.9 %
American Indian or Alaska Native	%
Asian	4.4 %
Filipino	0.2 %
Hispanic or Latino	86.6 %
Native Hawaiian or Pacific Islander	0.4 %
White	1.5 %
Two or More Races	1.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.7 %
English Learners	75.0 %
Students with Disabilities	13.4 %
Foster Youth	%

A. Conditions of Learning

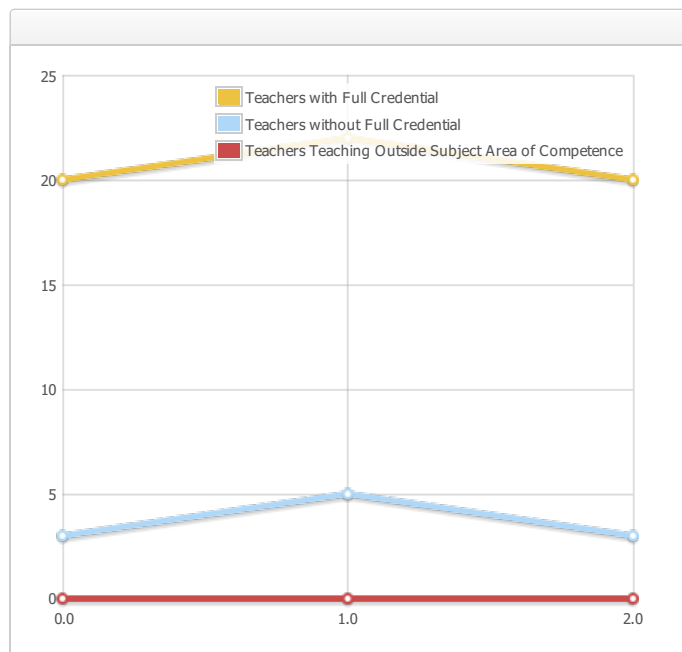
State Priority: Basic

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

Teacher Credentials

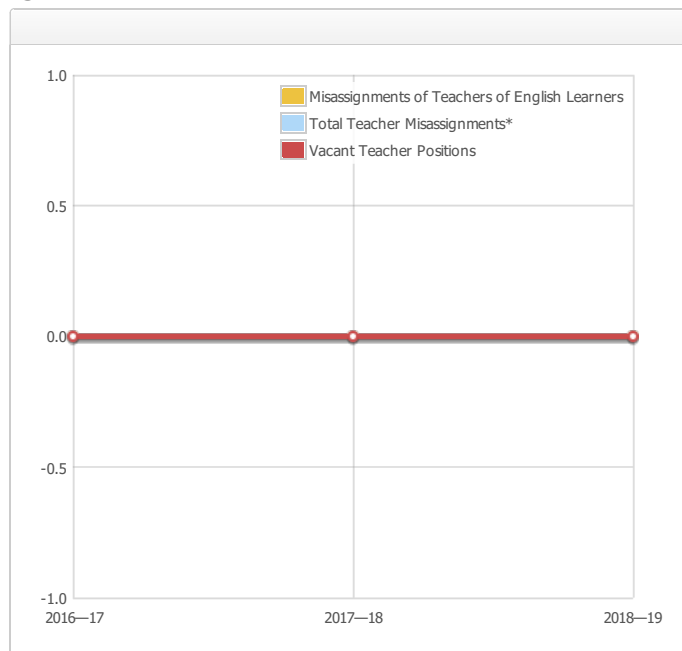
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	22	20	1211
Without Full Credential	3	5	3	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned: <ul style="list-style-type: none"> -Repair floor/ceiling tiles. P34-38 -Floor bubbling up MPR. -Rotten floor at back door, Repair ceiling tiles, Repair transition celotex at electric panels. P33. -Install bulletin board in hallway. RM9 -Repair rubber base P31.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: <ul style="list-style-type: none"> -Plugged urinal BOYS RR RM9. -Paint exterior restroom walls BOYS RR RM9/GRLS RR P21.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
Structural: Structural Damage, Roofs	Fair	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: <ul style="list-style-type: none"> -Plywood deteriorating at the exterior above overhang MPR. -Replace exterior door. P33 -Replace exterior plywood P32. -Paint exterior restroom walls BOYS RR RM9/GRLS RR P21.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: <ul style="list-style-type: none"> -Repair kick down door holder P32. -Repair transition of ramp and door P28-29. -Replace broken blinds P30. Repair exterior cement by room 26.

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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Last updated: 1/28/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	12.0%	17.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	10.0%	8.0%	25.0%	24.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	263	97.77%	17.11%
Male	136	133	97.79%	--
Female	133	130	97.74%	23.85%
Black or African American	15	15	100.00%	46.67%
American Indian or Alaska Native				
Asian	13	12	92.31%	16.67%
Filipino	--	--	--	
Hispanic or Latino	233	228	97.85%	14.47%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	250	245	98.00%	16.73%
English Learners	232	226	97.41%	13.72%
Students with Disabilities	33	31	93.94%	3.23%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	267	99.26%	7.87%
Male	136	136	100.00%	8.09%
Female	133	131	98.50%	7.63%
Black or African American	15	15	100.00%	20.00%
American Indian or Alaska Native				
Asian	13	13	100.00%	7.69%
Filipino	--	--	--	
Hispanic or Latino	233	231	99.14%	5.63%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	250	248	99.20%	7.66%
English Learners	232	231	99.57%	4.76%
Students with Disabilities	33	32	96.97%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

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.

Last updated: 1/22/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.4%	11.9%	6.0%

Note: 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.

Last updated: 1/22/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 is 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 Math, Literacy, and Science 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, this year we will begin using 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. Additionally, with the assistance of our Community Engagement Office and School Community Outreach Worker, we will be offering Parent University and ESL courses for our parents. We continue our work in hosting a Father's Club. For more information, please contact our office at (510) 231-1422.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

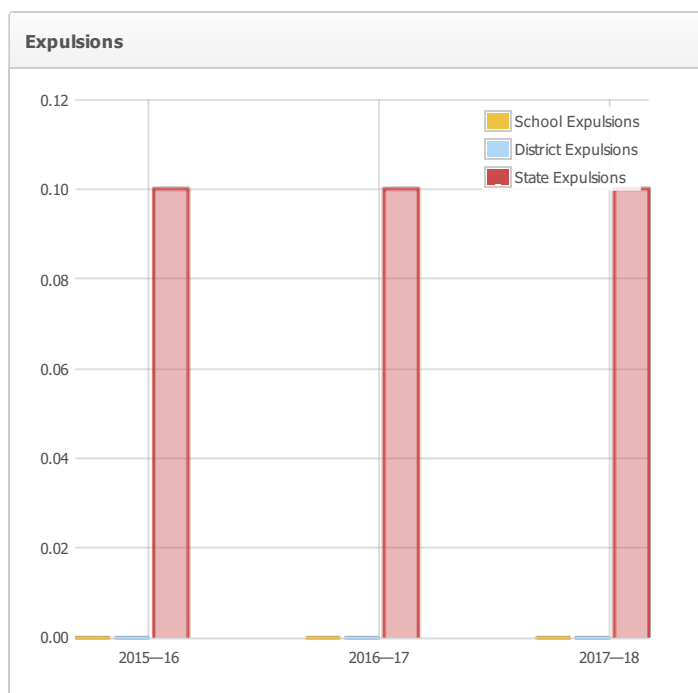
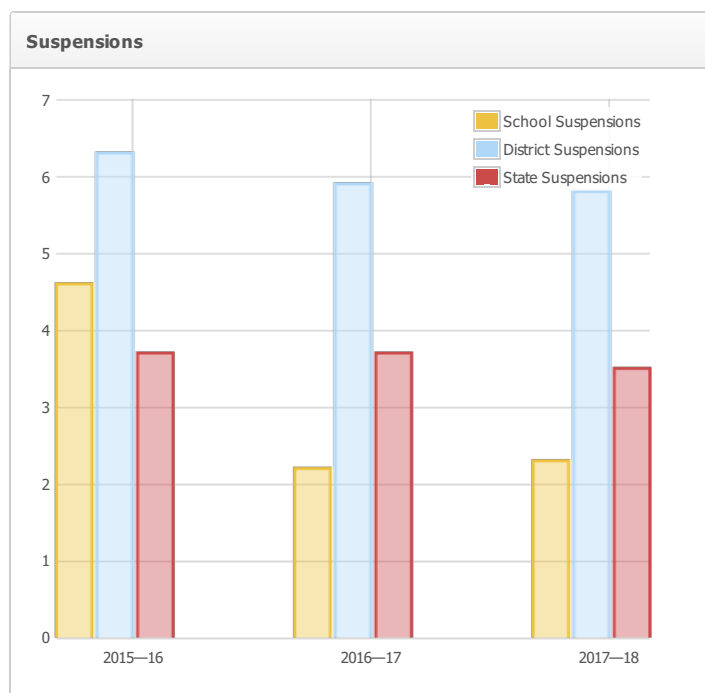
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.6%	2.2%	2.3%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	3	2	
1	25.0		2	
2	21.0	1	2	
3	22.0	1	3	
4	23.0		3	
5	28.0		2	
6	26.0	1	1	1
Other**	24.0		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	3	2	
1	24.0		2	
2	23.0		3	
3	21.0	1	3	
4	33.0			2
5	33.0			2
6	21.0	1	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	4	
1	24.0		3	
2	20.0	2	1	
3	24.0		3	
4	32.0		2	
5	33.0			2
6	22.0	1	2	
Other**	14.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6424.4	\$1446.4	\$4978.0	\$72476.3
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-43.2%	6.8%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-27.6%	-10.8%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

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

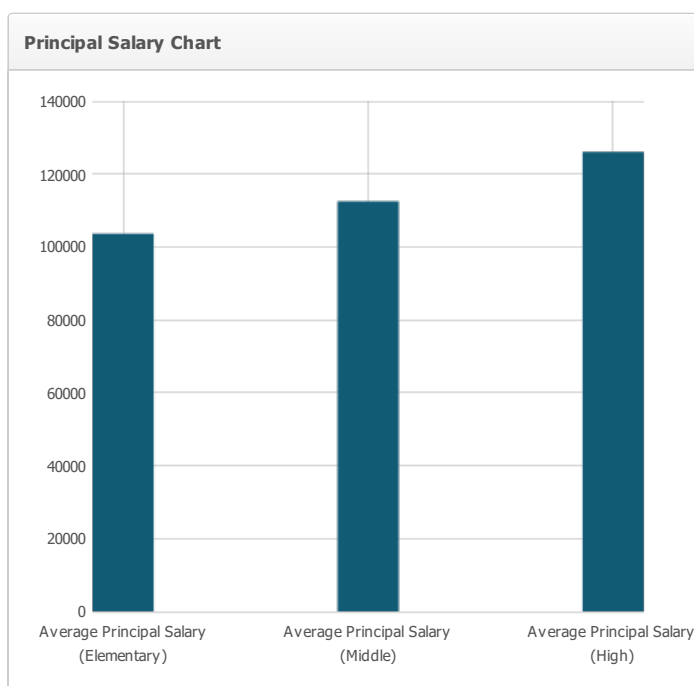
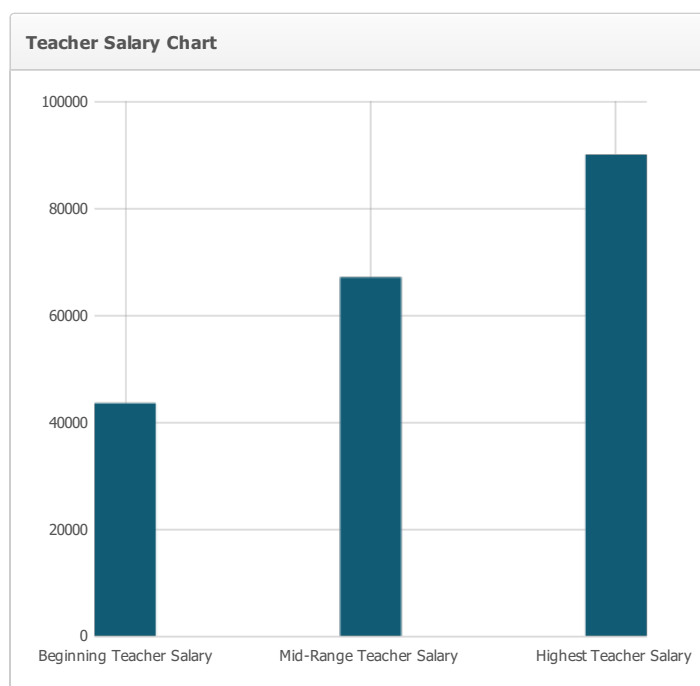
- SENECA CENTER
- STUDY TRIPS
- CA ASSOC FOR BILINGUAL EDUCATION
- EARTH ISLAND INSTITUTE INC
- SMILIN' ATCHA MUSIC INC
- STARFALL EDUCATION MEMBERSHIP
- THE MINDFUL PROJECT
- BERKELEY CHESS SCHOOL –SUMMER
- EAST BAY CENTER FOR PERFORMING ARTS –SUMMER
- LOVE LEARN SUCCESS
- SPORTS
- CENGAGE LEARNING
- IXL LEARNING IXL
- RENAISSANCE LEARNING

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/22/2019

Professional Development

"Optimal Learning for All Students" will continue to be our school-wide focus at Grant; with this in mind the teachers have all undergone GLAD Training. We are also exploring the possibility of our school becoming part of the Sobrato model (SEAL). 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. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to 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 all 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 ensuring 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 the Literacy Coaches, principal, and 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 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 in 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.

Last updated: 11/28/2018