

Grant Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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 2016-17)

School Contact Information	
School Name	Grant Elementary School
Street	2400 Downer Avenue
City, State, Zip	Richmond, CA 94804-1458
Phone Number	(510) 231-1422
Principal	Farnaz Heydari
E-mail Address	fheydari@wccusd.net
Web Site	www.wccusd.net/Page/899
CDS Code	07-61796-6004774

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 and is in Program Improvement. Our most recent API score is 694. Our student population is largely Latino, with 87% English Language Learners. Grant has had several facility improvements this past year. Grant Elementary is a large school with 630 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 meetings, Informational Coffees, parent workshops, parent-teacher conferences, awards assemblies, and weekly phone messages to keep parents informed and involved. Our School Community Worker help 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 are in our fourth year of implementations of two new 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. We are also teaching the tools to our parents which help them to use these skills with the children when they are at home. This year, 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.

Additionally, we have been provided 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 will be utilized to support school leadership to coordinate services at identifying, referring , and tracking progress of students requiring support.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	90
Grade 1	75
Grade 2	72
Grade 3	83
Grade 4	66
Grade 5	61
Grade 6	72
Total Enrollment	519

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0
Asian	3.1
Filipino	0.2
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.8
White	1.2
Two or More Races	0.6
Socioeconomically Disadvantaged	96.1
English Learners	77.3
Students with Disabilities	13.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	25	20	20
Without Full Credential	0	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.7	4.4
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety is important in our school. Safety committee meets regularly to address issues of safety. The current building was constructed in 1956. Portables provide additional classrooms. Grant also houses two preschool programs with instruction in the morning and in the afternoon. In addition, we have an after-school program serving up to 167 students. The Multipurpose room was recently refurbished and new windows are being installed in the main building.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Replace ceiling tiles in room 7 room 2, portable 32 Repair floor tiles in portable 31 Linoleum has bubbles in the cafeteria Repair formica at counter in room 1 Missing storage cabinet door handles in room 5
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Reduce the amount of paper on the walls of portable 31 Remove graffiti from the window of portable 27
Electrical: Electrical		X		Broken plug plate in portable 37 Tap-to-tap extension cords in room 3
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Low pressure on drinking fountain in room 7, room 13 Loose toilet seats in girls restroom by MPR Water pressure too high on drinking fountain in room 6
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Replace vent skirt on portable 33
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door dragging at portable 28 Repair playground mats at the play structure by room 34 Replace all exterior floor mats at the double doors Remove graffiti from the window of portable 27

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	11	17	33	35	44	48
Mathematics	7	11	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	80	95.2	17.5
	4	66	64	97.0	15.9
	5	60	59	98.3	13.6
	6	70	68	97.1	19.4
Male	3	44	42	95.5	4.8
	4	31	29	93.5	7.1
	5	31	31	100.0	19.4
	6	45	45	100.0	18.2
Female	3	40	38	95.0	31.6
	4	35	35	100.0	22.9
	5	29	28	96.5	7.1
	6	25	23	92.0	21.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	73	71	97.3	16.9
	4	59	57	96.6	16.1
	5	53	52	98.1	15.4
	6	62	60	96.8	18.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	81	80	98.8	17.5
	4	66	64	97.0	15.9
	5	59	58	98.3	12.1
	6	68	66	97.1	20.0
English Learners	3	62	61	98.4	11.5
	4	44	43	97.7	4.8
	5	39	38	97.4	2.6
	6	38	36	94.7	
Students with Disabilities	3	11	10	90.9	
	4	--	--	--	--
	5	11	11	100.0	9.1
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	80	95.2	21.3
	4	66	65	98.5	12.3
	5	60	59	98.3	3.4
	6	70	69	98.6	4.5
Male	3	44	42	95.5	11.9
	4	31	30	96.8	10.0
	5	31	31	100.0	3.2
	6	45	45	100.0	2.4
Female	3	40	38	95.0	31.6
	4	35	35	100.0	14.3
	5	29	28	96.5	3.6
	6	25	24	96.0	8.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	73	71	97.3	21.1
	4	59	58	98.3	10.3
	5	53	52	98.1	1.9
	6	62	61	98.4	3.5
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	81	80	98.8	21.3
	4	66	65	98.5	12.3
	5	59	58	98.3	3.5
	6	68	67	98.5	4.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	62	61	98.4	16.4
	4	44	43	97.7	2.3
	5	39	38	97.4	2.6
	6	38	37	97.4	
Students with Disabilities	3	11	10	90.9	10.0
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	17	16	12	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	60	57	95.0	12.3
Male	31	29	93.6	13.8
Female	29	28	96.6	10.7
Hispanic or Latino	53	50	94.3	12.0
Socioeconomically Disadvantaged	59	57	96.6	12.3
English Learners	39	37	94.9	
Students with Disabilities	11	10	90.9	10.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.8	7.4	3.7

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to participate in the School Site Council and ELAC committees to assist 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. Furthermore, we are in the process of hosting a Father's Club and an African American Family Group. For more information, please contact our office at (510) 231-1422.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.4	8.5	4.6	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Grant Elementary Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including Student Discipline, Sexual Harassment, Crises Response Plan, Dress Code and Alternative Programs. The CSSP is reviewed annually by the Site Safety Committee that includes staff, parents and representatives of law enforcement. Emergency equipment has been supplied for each classroom and for the school as a whole. Fire and disaster drills are scheduled monthly. During the first weeks of school teachers and the principal explain policies about student safety, playground rules, classroom behavior, bullying and harassment. Events, campaigns, and assemblies are held during the year to address safety, positive self-esteem, smoking, drugs and alcohol. Conflict Mediators/ Junior Coaches are trained and circulate on the playground during recess. Discipline follows the WCCUSD "Standards for Student Behavior".

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		20	2	3		18	3	2	
1	24		4		19	2	1		24		3	
2	21	1	3		22		4		21	1	2	
3	24	1	3		20	2	3		23		4	
4	33			2	33			2	24		2	
5	31		1	1	33		1	1	28		2	
6	26	1	2		22	1	2		32		1	1
Other					20	1			17	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5610.46	1447.22	4163.24	61506.29
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-35.1	-5.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-26.7	-18.9

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Grant School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION
IASA-TITLE I BASIC
SP ED IDEA BASIC LOCAL ENTITL
21ST CENTURY CCLC
HEALTHY START-ASLSNPP
SPECIAL ED - E
MISC DONATIONS
SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

"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. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages 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 and 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 will be 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 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.