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Grant Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Grant Elementary School
Street	2400 Downer Avenue
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 231-1422
Principal	Patricia Evans
E-mail Address	pevans@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=899
CDS Code	07-61796-6004774

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

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 St.'s 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 mtg.s, Informational Coffees, parent workshops, parent-teacher conferences, awards assemblies, and weekly phone messages to keep parents informed and involved. Our School Community Workers 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 third 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 everyday. We are also teaching the tools to our parents which helps them to use these skills with the children when they are at home.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	96
Grade 1	99
Grade 2	87
Grade 3	91
Grade 4	80
Grade 5	58
Grade 6	68
Total Enrollment	579

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.0
Asian	2.8
Filipino	0.5
Hispanic or Latino	88.6
Native Hawaiian orPacific Islander	0.3
White	1.0
Two or More Races	0.0
Socioeconomically Disadvantaged	95.2
English Learners	74.8
Students with Disabilities	14.2

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	25	29	29
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	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 (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-3) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	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 in which data were collected: July 2014				
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]	Repair floor tiles and linoleum (work orders created), secure cabinets (complete), replace rubber base (work order created), replace ceiling tiles (complete)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Repair switch plates and plugs (complete), repair lights (complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Repair drinking fountains (complete)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Replace broken blinds (complete), repair cement (complete)

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

* Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

* The Academic Performance Index; and

* The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	42	24	18	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	18
Male	18
Female	17
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	18
English Learners	3
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34	34	34	41	43	42	54	56	55
Mathematics	43	40	40	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	2	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		-6	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	-11	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-5	-3	-9
English Learners	4	-6	-12
Students with Disabilities	-80	49	-43

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.7	3.2	

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 (Most Recent Year)

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, this 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 support parents 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. 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	11.2	13.2	9.4	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.2	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	22.8	2	2	0	23	1	3		24	1	3	
1	20.2	5	0	0	20	2	3		20	1	4	
2	20	4	0	0	20	2	3		17	2	3	
3	23.8	1	3	0	17	2	3		23	1	3	
4	27.5	1	2	1	19	2	1	1	20	2		2
5	32.5	0	1	1	21	1	3		19	1	1	1
6	31.5	0	2	0	23	1	1	1	23	1	2	
Other												

Note: 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 2013-14)

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

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,669.98	$3,020.43	$4,649.55	$57,399.69
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-16.2	4.2
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-16.0	-17.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Grant School include:

- ESEA-Title I
- Economic Impact Aid
- Bright Futures - After School
- Playworks
- Healthy Start
- Special Ed
- Gifted and Talented

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
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

"Optimal Learning for All Students" is our school-wide focus at Grant this year, 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.