

Grant Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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.



Ms. Paulette Zades, Principal

Principal, Grant Elementary

About Our School

Grant Elementary School is following the district's lead in closing the opportunity gap. We follow the San José Unified School District's adopted curriculum and provide students with appropriate support where needed. Our school offers Academic Language Acquisition (ALA) classes for bilingual students and English Language Development (ELD) classes for English learners. The school's media center houses an extensive library and we have three 31-station computer labs. Using the District English/language arts, math and ELD programs, Grant's goal is for all students to read at or above grade level by grade 3 and to maintain grade level reading ability from then on. Grant uses the computer programs Lexia, Achieve 3000, I Station and DreamBox to improve reading, English language acquisition and math. To meet the goal, teachers are providing students the instruction needed using Common Core State Standards. We provide multiple intervention opportunities for our students based on data and need.

Contact

Grant Elementary
470 East Jackson St.
San Jose, CA 95112-3211

Phone: 408-535-6227
E-mail: pzades@sjusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2017-18)	
School Name	Grant Elementary
Street	470 East Jackson St.
City, State, Zip	San Jose, Ca, 95112-3211
Phone Number	408-535-6227
Principal	Ms. Paulette Zades, Principal
E-mail Address	pzades@sjusd.org
Web Site	http://www.sjusd.org/grant/
County-District-School (CDS) Code	43696666048540

Last updated: 1/3/2018

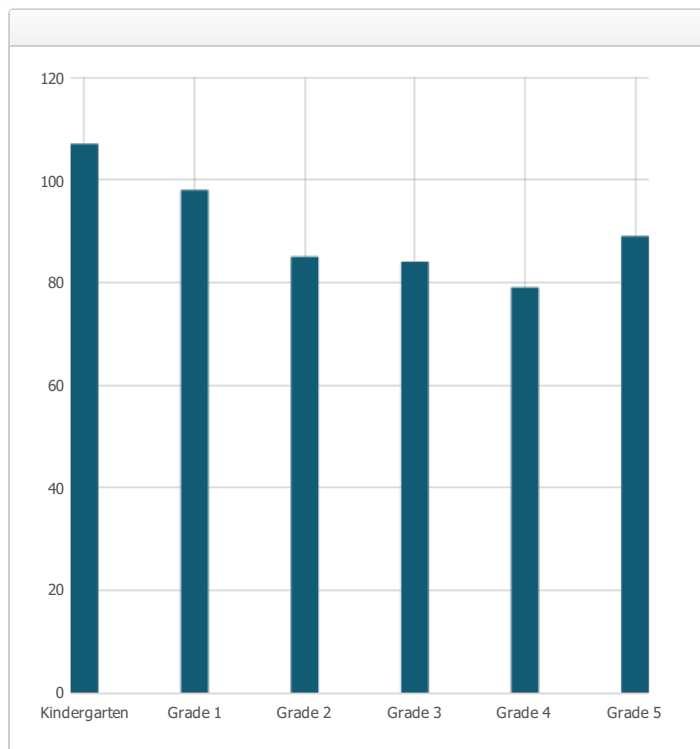
School Description and Mission Statement (School Year 2017-18)

Grant Elementary School is following the district's lead in closing the opportunity gap. We follow the San José Unified School District's adopted curriculum and provide students with appropriate support where needed. Our school offers Academic Language Acquisition (ALA) classes for bilingual students and English Language Development (ELD) classes for English learners. The school's media center houses an extensive library and we have three 31-station computer labs. Using the District English/language arts, math and ELD programs, Grant's goal is for all students to read at or above grade level by grade 3 and to maintain grade level reading ability from then on. Grant uses the computer programs Lexia, Achieve 3000, I Station and DreamBox to improve reading, English language acquisition and math. To meet the goal, teachers are providing students the instruction needed using Common Core State Standards. We provide multiple intervention opportunities for our students based on data and need.

Last updated: 1/11/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	107
Grade 1	98
Grade 2	85
Grade 3	84
Grade 4	79
Grade 5	89
Total Enrollment	542



Last updated: 1/5/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.4 %
Asian	5.2 %
Filipino	1.3 %
Hispanic or Latino	86.5 %
Native Hawaiian or Pacific Islander	0.6 %
White	3.5 %
Two or More Races	2.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.6 %
English Learners	54.4 %
Students with Disabilities	13.5 %
Foster Youth	0.6 %

Last updated: 1/5/2018

A. Conditions of Learning

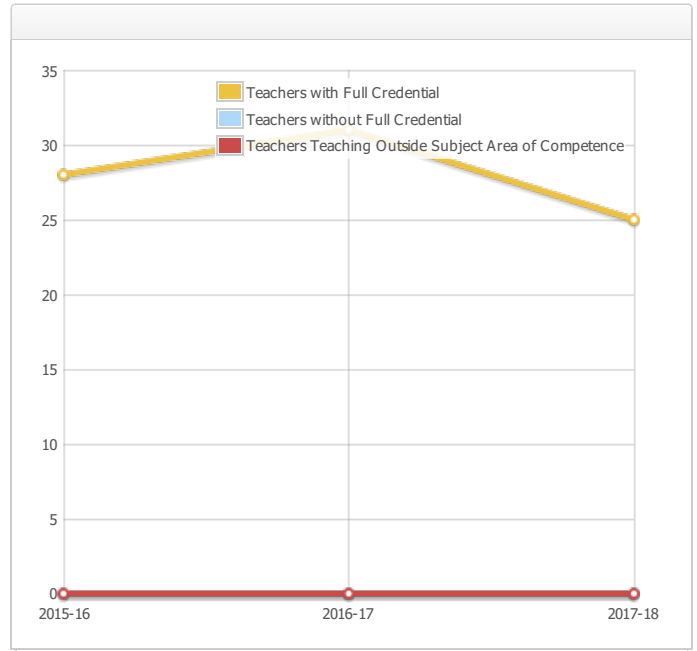
State Priority: Basic

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

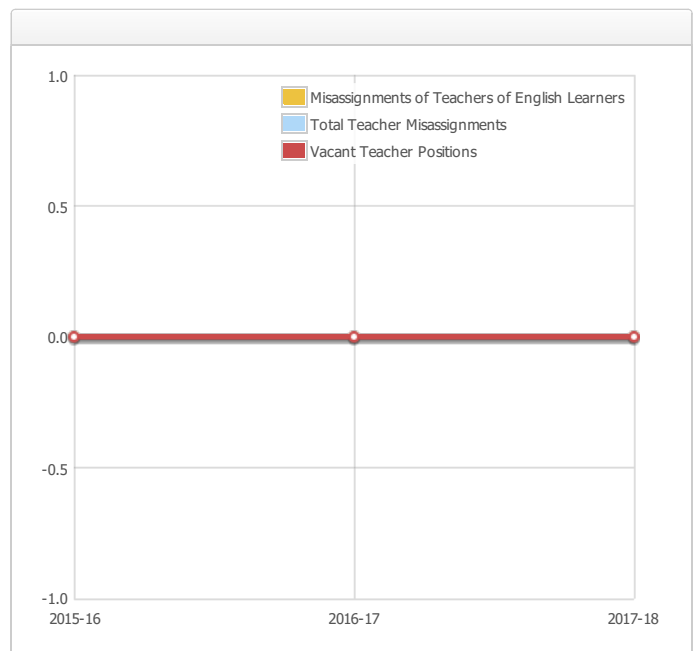
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	31	25	1427
Without Full Credential	0	0	0	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary Core Curriculum	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	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: 1/16/2018

School Facility Conditions and Planned Improvements

Grant provides a safe and clean environment for learning. Grant met all the Williams Act inspections for a safe, clean, and adequate learning environment.

Grant’s exterior walls were painted and an addition to our staff parking lot was completed in the summer of 2013. The bathrooms are checked regularly during the school day. The blacktop was renovated in 2013. The office was remodeled in 2005 and ADA bathrooms were installed.

A beautiful new cafeteria/multi-purpose building was built and inaugurated in August 2007. A new playground was installed in 2005. The grass area was replaced with a soft artificial turf in 2007. The main building underwent renovation during summer of 2007. All classrooms are air-conditioned and all classrooms have a document camera and LCD projector.

Our library was remodeled in the summer for 2016.

The facilities were inspected on 9/11/16.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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Last updated: 1/11/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	26%	26%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	19%	23%	42%	42%	36%	37%

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: 1/5/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	246	98.01%	26.02%
Male	120	117	97.50%	20.51%
Female	131	129	98.47%	31.01%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	218	99.09%	23.39%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	213	98.16%	23.00%
English Learners	159	159	100.00%	22.01%
Students with Disabilities	42	41	97.62%	--
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: 1/5/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	246	98.01%	22.76%
Male	120	117	97.50%	18.80%
Female	131	129	98.47%	26.36%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	220	218	99.09%	20.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	217	213	98.16%	19.72%
English Learners	159	159	100.00%	18.87%
Students with Disabilities	42	41	97.62%	--
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: 1/5/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	36.0%	39.0%	57.0%	55.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/5/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/18/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	20.5%	8.0%	3.4%

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: 1/5/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Grant Elementary School has developed a written Title I parental involvement policy with input from Title I parents. This policy was drafted after meeting with Title I parents where they were able to give input on how they want to be involved at our school, what support they would like to receive, and what they will do at home to help their students. We distributed the policy to parents of Title I students through the Wednesday envelope that we send all parent communications home in. Since we are a school-wide Title 1 program we sent the policy to all parents. Grant School's policy describes the means for carrying out the following Title I parental involvement requirements:

A. Involvement of Parents in the Title I Program

Grant School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the program

Grant Academy invites all the Title 1 parents to a special meeting in September/October to inform them of what services Title 1 provides. We also discuss how parents can be involved at our school and listen to what support they would like to receive during the school year.

2. Offers a flexible number of meetings

In addition to the Title I meeting held in September/October, Title 1 programs and services are discussed at School Site Council and SELAC meetings. Before and After School meeting opportunities will be provided for more parent participation.

3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy

Parents of Title I students are invited to the Title I Annual meeting in September/October.

Title I services are discussed at that time and parents can give their input. Throughout the year the services provided with Title I funding are discussed at the School Site Council and SELAC meetings and parents give their input there as well.

The Title I Parent Involvement Policy is reviewed each year with parents at the Title I Parent Meeting in September/October. If any changes are suggested they are done after that meeting.

4. Provides parents of Title I students with timely information about Title I programs.

A monthly Coffee with the Principal is held where parents have the opportunity to meet with the principal to hear about school data, special programs or events at the school.

5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

This information will be provided throughout the school year at the Second cup of Coffee, SSC, and SELAC meetings when appropriate.

6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

If Title I parents request to have additional meetings to discuss their children's education, these meetings would be scheduled at a time convenient for the parents and the principal.

B. Building Capacity for Involvement

Grant Academy School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children

Parent workshops are held explaining the California standards, assessments being used in the classroom, how parents should monitor their children's academic achievement during the year and how to participate actively with the teacher at conferences and on an ongoing basis.

2. Provides materials and training to help Title I parents work with their children to improve their children's achievement

Parent trainings on how to help students with Language Arts, Mathematics, Homework, and other academic areas are held throughout the year. These are planned by the principal and the parent liaison.

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners
The principal allots time at a staff meeting to discuss how to work with parents in the classroom and at conferences.

4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
There is a parent liaison 10 hours a week available to answer parent questions so they can better understand how to access information.

5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand
All information sent out to parents is translated in an easy to understand format so that parents can understand what is coming home. All parent meetings are translated if needed.

6. Provides support for parental involvement activities requested by Title I parents
The parent liaison works with parents to decide what activities they would like to see happen during the year. The parent liaison meets with the principal to schedule the activities.

C. School-Parent Compact

Grant Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help students reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

The School-Parent Compact is discussed during the Title I Parent Meeting and can be modified. Compacts can also be discussed during the Teacher-Parent Conference in November. Parents and student sign compact and return to school.

D. Accessibility

Grant Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. All information sent home to parents is done in a format that is easily read and understood by parents. Translation is done of all materials sent home and at all parent meetings. Should a parent have a disability that requires a special format such Braille, the school makes it available.

E. Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the U.S. Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA, and PIRC2 at Cambridge Academies, Modesto, CA
<http://www.nationalpirc.org/directory/CA-7.html>

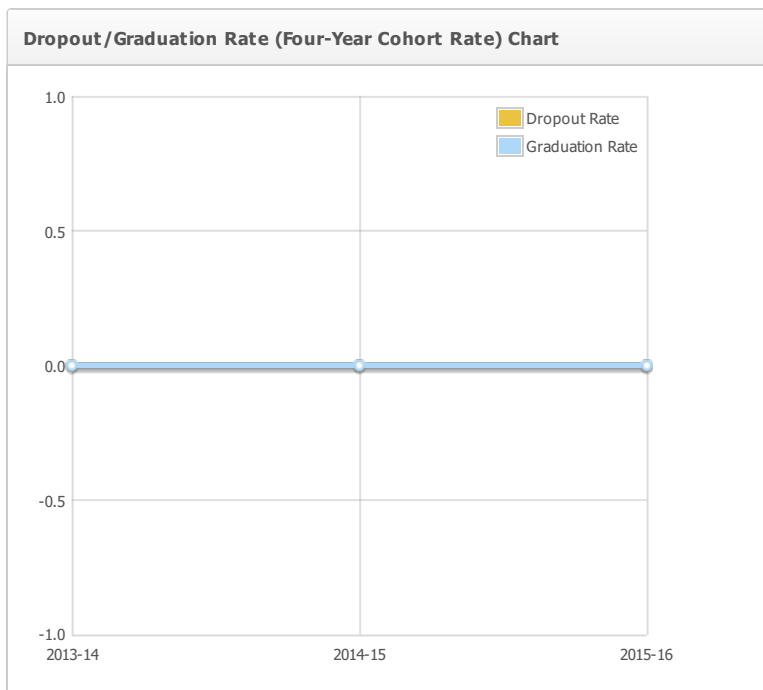
State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/11/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--

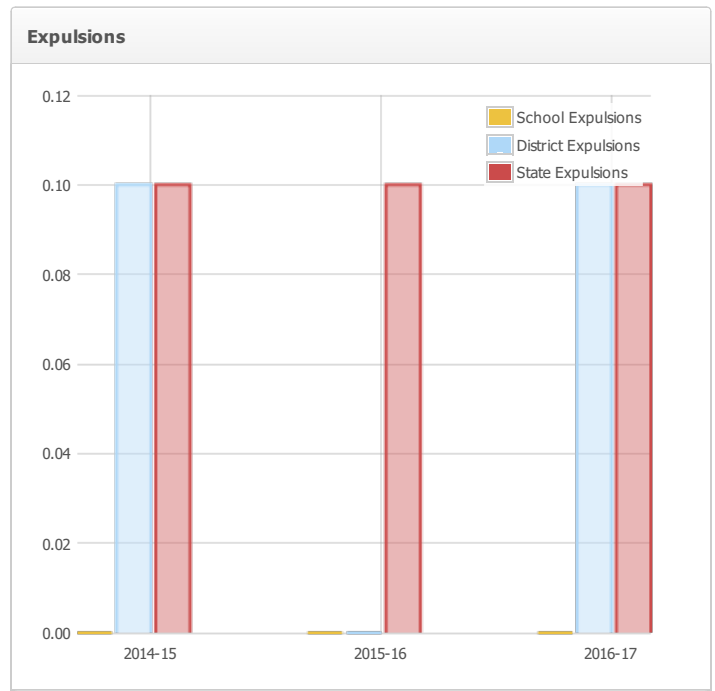
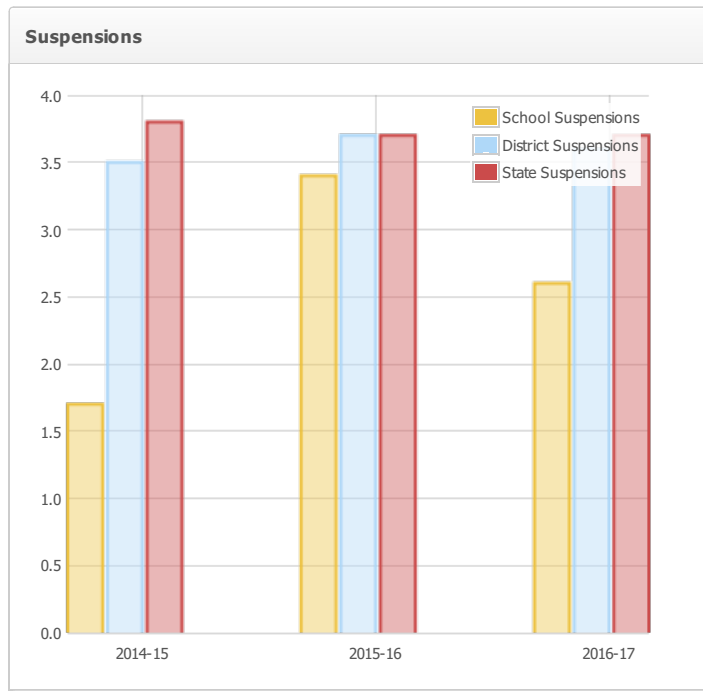
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7%	3.4%	2.6%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

2017-2018

SITE EMERGENCY TEAM ROSTER

Search & Assessment Team Names

Team A (Main Building) Lorena Gaeta
 Marissa Arreola
 Martha Galvan
 Gaudelia Jimenez

Team B (F Building) Maneesha Munshi
 Anyssa Carrejo
 Rigo Lopez
 Maria Rodriguez

Team C (G Building & Cafeteria) James Landa
 Maria Chichizola

Elizabeth Nieto
Ana Maria Pineda

Assembly Area Team Marie Kahn
Bertha Leon

Site Security Team Juan Mejia/Rosie Ramos

Student Release Team Gina Romeo
Lilian Flores
Fiona Smith
Frank Cantu

First Aid team Leticia Vazquez
Brandon Ahistrom

Commander Paulette Zades

2nd Lieutenant Margaret Lavin

Morgue Christine Fontes

ALL UNASSIGNED PERSONNEL REPORT TO THE COMMAND POST

SEARCH - ASSESSMENT TEAM

Before searching, all teams report to the Command Post.
Team members may then be assigned other duties.

1. Immediately after evacuating, all members of the Search Team meet by the Command Post --the shed on the blacktop.

2. There are 3 Search Teams:

Team A searches the main building. (The main building has many small offices and classrooms that need to be searched).

Team B searches all of the F Building.

Team C searches all of the G building and the cafeteria.

Team A (main building) Team B (F Building) Team C (G Building & Caf.)
Lorena Gaeta Maneesha Munshi James Landa
Marissa Arreola Anyssa Carrejo Maria Chichizola
Martha Galvan Rigo Lopez Elizabeth Nieto
Gaudelia Jimenez Maria Rodriguez Ana Maria Pineda

3. Wheelchair: Brandon Ahistrom will bring out the wheelchair.

4. Walkie-Talkies: Maria Chichizola will take the radios.

GRANT ACADEMY

Emergency Plan

2017-2018

- 1- Site Emergency Team Roster
- 2- Search Assessment Team
- 3-Plot Plan
- 4-Earthquake/Fire Evacuation Map

Revised 8/4/17

Last updated: 1/11/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	1	5	0	21.0	4	2	0	19.0	5	1	0
1	29.0	0	3	0	23.0	0	4	0	26.0	0	3	0
2	28.0	0	3	0	26.0	0	3	0	24.0	1	2	0
3	21.0	2	3	0	25.0	0	3	0	23.0	1	2	0
4	29.0	0	3	0	31.0	0	3	0	22.0	1	3	0
5	22.0	1	3	0	22.0	1	3	0	24.0	1	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	12.0	1	0	0	12.0	2	0	0	22.0	1	1	0

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

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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)	1.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	0.1	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: 1/24/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12470.8	\$4241.1	\$8229.8	\$72905.8
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	2.6%	0.3%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	22.4%	-8.3%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

Grant serves Preschool, TK and Kinder through 5th grade students. We have two strands from Kinder to 3rd grade. One strand is our Structured English Instruction where students of varying levels of English Language receive the curriculum in English and are supported with a differentiated delivery of instruction to meet their language needs. The second is our Academic Language Acquisition strand which supports our native Spanish speaking students by accessing the curriculum in their primary language while developing their English Language skills. All second language learners receive 50 min a day of leveled English Language Development.

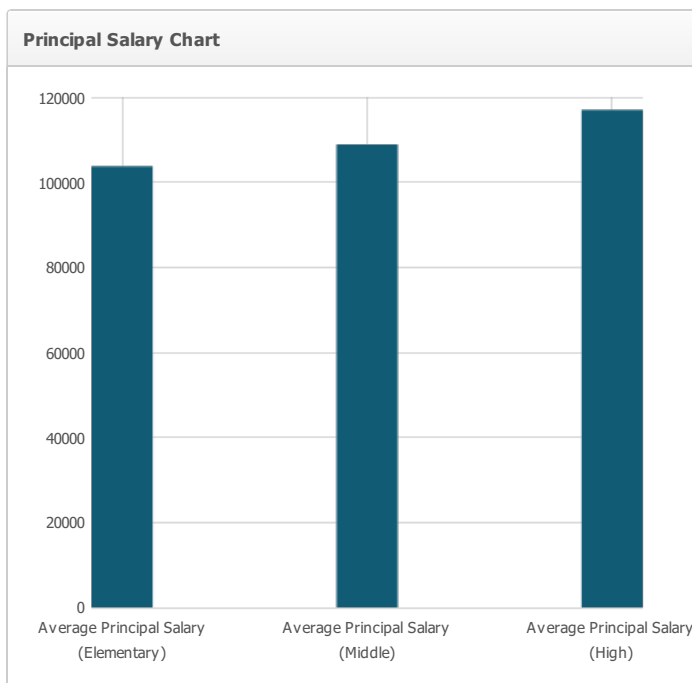
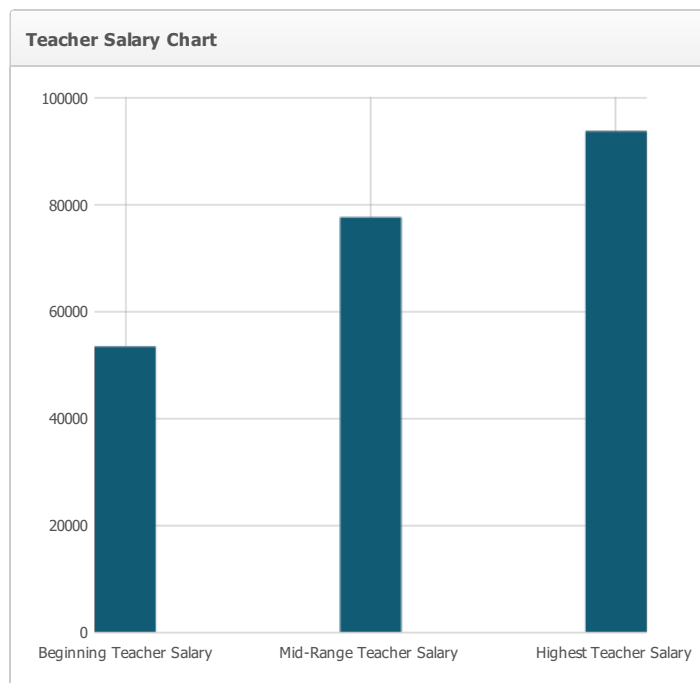
Grant offers multiple opportunities for students to receive academic intervention during the school day, after school and during the summer. All students are chosen for intervention opportunities using district assessment tools. Students are monitored for growth. Students who are more than 1 year behind academically will be a part of the Student Study Team and will be closely monitored for growth throughout the school year.

Last updated: 1/11/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/29/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2018

Professional Development

PD offered in the 2015-16, 2016-17 and 2017-18 to teachers:

K-1 Early Literacy and Guided Reading

2nd, 3rd and 1 5th grade teacher Lucy Calkins Readers' Workshop

K-5 Lucy Calkins Writers' Workshop, Origo- Stepping Stones Math Curriculum

3-5 Achieve Program (Comprehension of differentiation Non fiction articles)

K-5 Lexia Program (Phonics /decoding support program)

K-5 Dreambox Math program (differentiated math instruction)

ALA K-2 i-Station (Phonics/ decoding support program in Spanish)

3-5 Content Integration ELA planning

K-5 ELD lessons and best practices for language learners

2-3 grade ALA teachers language supports for language learners

K-5 Student Success Team Process, behavior supports for differentiated learners

TK-5 Positive Behavioral Interventions and Supports (PBIS)

TK participates in all district mandated PD development (Big Day, Writing Without Tears, Social Emotional) PD offered at Santa Clara County of Education for TK teachers (Science, Social Studies, Math and ELD)

SDC teachers were trained in Project Read, meeting the needs of differentiated learners, behavior supports

Methods used by which Professional Development is delivered:

District lead PD, after school workshops, in class coaching, grade level release days, staff meetings

Last updated: 1/11/2018