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/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

Welcome to the 2017-2018 school year! As principal of Grant for my 8th year, I am looking forward to another successful year here at Grant Elementary. We are so proud of our Grant Eagles who return every August following our Grant Expectations, ready to learn and have fun. The growth of our students socially, emotionally, and academically continues to inspire the Grant staff, to create a school climate where students empower each other and themselves to be the best they can be. However, we cannot do this alone! The parents and caregivers to our students at Grant are our biggest asset. Please continue to know, we are a team that will support all Grant Students to "Soar" into greatness. Thank you.

Contact

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

Phone: 408-535-6227
E-mail: paulette_zades@sjusd.org
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 computer programs such as Lexia, Achieve 3000, 1-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.
### Student Enrollment by Grade Level (School Year 2017—18)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>93</td>
</tr>
<tr>
<td>Grade 1</td>
<td>80</td>
</tr>
<tr>
<td>Grade 2</td>
<td>95</td>
</tr>
<tr>
<td>Grade 3</td>
<td>80</td>
</tr>
<tr>
<td>Grade 4</td>
<td>80</td>
</tr>
<tr>
<td>Grade 5</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>508</strong></td>
</tr>
</tbody>
</table>

### Student Enrollment by Student Group (School Year 2017—18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>1.0 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Asian</td>
<td>4.7 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.2 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>85.6 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.8 %</td>
</tr>
<tr>
<td>White</td>
<td>3.5 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.0 %</td>
</tr>
<tr>
<td>Other</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>81.9 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>51.0 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16.3 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Teacher Credentials</th>
<th>School 2016—17</th>
<th>School 2017—18</th>
<th>School 2018—19</th>
<th>District 2018—19</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>31</td>
<td>25</td>
<td>26</td>
<td>1368</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1298</td>
</tr>
</tbody>
</table>

### Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2016—17</th>
<th>2017—18</th>
<th>2018—19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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: 1/30/2019
## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

### Year and month in which the data were collected:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>Instructional materials and adoption dates for all content areas can be found at the following link: Instructional Materials</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>History-Social Science</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td></td>
</tr>
<tr>
<td>Science Lab Eqpmt (Grades 9-12)</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Grant provides a safe and clean environment for learning. Grant meets all the Williams Act inspections for a safe, clean, and adequate learning environment every year. 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 and the grass replaced in 2016. The main grass area was replaced with a soft artificial turf in 2007 and due to be replaced in the summer of 2019. The main building underwent renovation during summer of 2007. All classrooms are air-conditioned and all classrooms have a document camera and LCD project. Our library was remodeled in the summer for 2016.

### School Facility Conditions and Planned Improvements

**School Facility Good Repair Status**

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

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

### Overall Facility Rate

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

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Exemplary</th>
<th>Last updated: 1/2/2019</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>26.0%</td>
<td>34.0%</td>
<td>53.0%</td>
<td>54.0%</td>
<td>48.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>23.0%</td>
<td>22.0%</td>
<td>42.0%</td>
<td>43.0%</td>
<td>37.0%</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

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: 1/17/2019
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

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.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>237</td>
<td>228</td>
<td>96.20%</td>
<td>34.21%</td>
</tr>
<tr>
<td>Male</td>
<td>110</td>
<td>105</td>
<td>95.45%</td>
<td>26.67%</td>
</tr>
<tr>
<td>Female</td>
<td>127</td>
<td>123</td>
<td>96.85%</td>
<td>40.65%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>206</td>
<td>201</td>
<td>97.57%</td>
<td>29.35%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>199</td>
<td>192</td>
<td>96.48%</td>
<td>30.21%</td>
</tr>
<tr>
<td>English Learners</td>
<td>142</td>
<td>137</td>
<td>96.48%</td>
<td>29.20%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>47</td>
<td>45</td>
<td>95.74%</td>
<td>4.44%</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last updated: 1/17/2019
CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>238</td>
<td>233</td>
<td>97.90%</td>
<td>22.41%</td>
</tr>
<tr>
<td>Male</td>
<td>110</td>
<td>107</td>
<td>97.27%</td>
<td>20.75%</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>126</td>
<td>98.44%</td>
<td>23.81%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>207</td>
<td>203</td>
<td>98.07%</td>
<td>18.81%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>200</td>
<td>197</td>
<td>98.50%</td>
<td>20.41%</td>
</tr>
<tr>
<td>English Learners</td>
<td>142</td>
<td>142</td>
<td>100.00%</td>
<td>24.82%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>48</td>
<td>45</td>
<td>93.75%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: 1/17/2019
CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/17/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

N/A

Last updated: 12/14/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>0</td>
</tr>
<tr>
<td>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Last updated: 12/14/2018

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

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
<tr>
<td>2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>--</td>
</tr>
</tbody>
</table>

Last updated: 12/14/2018
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)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Meeting Four of Six Fitness Standards</th>
<th>Percentage of Students Meeting Five of Six Fitness Standards</th>
<th>Percentage of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>25.9%</td>
<td>18.5%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

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 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)

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. 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 School 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 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 Elementary 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 partner. The principal allot 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.
Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a format 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.

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 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 parent's 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.
4. 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 format 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 send home and at all parent meetings. Should a parent have a disability that requires a special format such as 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.nationalpicr.org/directory/CA-7.html

Parents can call (408) 535-6227 to obtain more information.
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)

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<tbody>
<tr>
<td>Dropout Rate</td>
<td>--</td>
<td>--</td>
<td>7.7%</td>
<td>6.4%</td>
<td>10.7%</td>
<td>9.7%</td>
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<tr>
<td>Graduation Rate</td>
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<td>--</td>
<td>85.4%</td>
<td>87.7%</td>
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<tbody>
<tr>
<td>Dropout Rate</td>
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<td>5.2%</td>
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<tr>
<td>Graduation Rate</td>
<td>--</td>
<td>89.5%</td>
<td>82.7%</td>
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For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at [https://www.cde.ca.gov/ta/ac/sa/](https://www.cde.ca.gov/ta/ac/sa/).

Last updated: 1/17/2019
### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>School</th>
<th>District</th>
<th>State</th>
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<tbody>
<tr>
<td>All Students</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
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</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>--</td>
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</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
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</tr>
<tr>
<td>White</td>
<td>--</td>
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<tr>
<td>Two or More Races</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
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</tbody>
</table>
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

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<td>3.4%</td>
<td>2.6%</td>
<td>2.9%</td>
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<td>3.6%</td>
<td>3.2%</td>
<td>3.7%</td>
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<tr>
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<td>0.0%</td>
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**San Jose Unified School District**

**Grant Academy**

**SITE EMERGENCY PLAN**

Date: 10/31/2018

Site Name: Grant Academy
Address: 470 Jackson St. San Jose, CA 95112
Main Phone: 408-535-6227
Alternate Phone: 408-393-2852
Site Manager: Paulette Zades, Principal
Assistant Site Manager: Elizabeth Martinez

Command Post Location: School Office
First Aid Station Location: Nurse’s Office/Outside playground
Student Release Area Location: Cafeteria
Assembly Area Location: Grass Field close to Empire St.
Command Post Personnel Names
Site Manager: Paulette Zades
Assistant Site Manager: Elizabeth Martinez
Site Secretary/Clerks: Gina Romeo
Ana Palacios

Site Emergency Preparedness Committee Names
Site Manager: Paulette Zades
Site Secretary Ana Maria Palacios
Assistant site Manager Elizabeth Martinez

SAN JOSE UNIFIED EMERGENCY NUMBERS

SAN JOSE UNIFIED SCHOOL DISTRICT 535-6000
Emergency Services Director (Superintendent) 535-6090
Director of Auxiliary Services 535-6472
Assistant Superintendent - Administrative Services 535-6053
Director of Maintenance, Operations, Grounds 535-6200
District Communications (24 hr. emergency 2-way radio net) 270-6468
District Police & Security 535-6080
Emergency Repairs 535-6200
General Cleanup 535-6166
Transportation (Bus) 535-6185

AMBULANCE (County Ambulance Dispatch Control) 911

EMERGENCY SERVICES OFFICE (E.S.O.)
City of San Jose (Business 277-4000, 24 hrs.) 277-5496
County of Santa Clara (business 299-3751) 911

FIRE DEPARTMENT - SAN JOSE 911
Bomb Squad 277-4122
Hazardous Materials Unit 277-4363

HEALTH DEPARTMENT - SANTA CLARA COUNTY 299-5822

HOSPITALS (All in San Jose)
Alexian Brothers - 255 North Jackson Avenue 259-5000
Good Samaritan - 2425 Samaritan Drive 559-2011
O'Connor - 2105 Forest Avenue 947-2500
San Jose - 675 East Santa Clara 998-3212
Santa Clara Valley Medical Center - 751 South Bascom 299-5100
Kaiser Permanente
Santa Teresa - 250 Hospital Parkway 972-3000
Santa Clara - 900 Kiely Blvd. 985-4000

POLICE DEPARTMENT - SAN JOSE 277-3828
or 911
RED CROSS 236-6400

SHERIFF'S OFFICE 294-1334
or 911
SUPERINTENDENT OF SCHOOLS - SANTA CLARA COUNTY 453-6500

UTILITIES
P.G. & E. (24 hr. number) 280-1212
San Jose Water Company (or after hours 279-7811) 279-7900
Telephone Line and Equipment Repair 998-7888
Sanitation Districts (Sewers) 299-2507
Santa Clara Valley Water District 265-2600
SITE EMERGENCY PLAN
TABLE OF CONTENTS
SITE EMERGENCY PLAN OVERVIEW

This Site Emergency Plan has been designed to be a practical document for use during a Declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the parent/teacher organization, will see to it that the information required by the Plan is supplied and that this information is reviewed and updated annually.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Site Manager will assess building damage, casualties and facility status, and report same to the District Emergency Service Center.

Annual review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

1. Updating staff assignments

2. Verifying status and location of supplies and equipment

3. Modifying site procedures

4. Planning for staff in service activities

5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

This annual review will be completed by September 30 of each year and an updated Site Plan will be submitted to the District Safety Coordinator at that time. The Committee shall be composed of the Site Manager, head custodian, secretary, nurse or nurse’s aide, two teachers and two parents. Student membership is optional.

Staff Awareness

By October 30 each year each site shall devote one complete staff meeting to Emergency Preparedness planning including Team assignments, evacuation procedures and basic District policies during emergencies. The Site Plan or appropriate pages of Plan is to be given to each staff member by this date.

Community Awareness
Each Site Manager shall include in the first mailing home in the Fall a letter from the Superintendent on Emergency Preparedness policies with emphasis on the need for student emergency release information.

School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. If an earthquake were strong enough to cause structural damage to private homes the Red Cross would use public school buildings for mass care centers. The high schools and middle schools have the highest priority for such use, with elementary schools much lower.

All public employees, however, could be impressed into service by City or County offices of emergency services. In that case, the District Superintendent would be directed to secure District employees to open and work at the designated mass care centers.

It shall be standing District policy that all Site Administrators and site custodians report in person to their work sites in the event of a Declared Emergency or a major earthquake.

The Superintendent, or designee, would utilize these lists to recall site personnel as needed.
EMERGENCY RESPONSE PLANS

FIRE RESPONSE PLANS

1. Entire class exits with teacher through classroom doors.

2. Class exits through door to location posted in room on fire sign.

3. Teachers need to grab class lists and close door upon exiting.

4. The fire alarm will announce a fire or a fire drill. If the alarm does not work, we will use the P. A.

EARTHQUAKE OR BOMB THREAT

1. At the first indication of an earthquake, all persons should "Duck and Cover" at the "Drop" command of the adult in charge. When the shaking stops an earthquake evacuation to the Assembly Area shall automatically be carried out, with or without any P. A. or other announcement.

2. If this same type of evacuation is needed because of a Bomb Threat, the announcement will be made over the P. A. to do an earthquake evacuation to the Assembly Area.

CHEMICAL SPILL

1. An announcement will be made to evacuate the building and gather in the Assembly Area.

2. The announcement will be made by the P. A. system, or if this fails to operate, classes will be alerted by messenger.
Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but preplanning should prove valuable.

PLOT PLAN

1. Plan shows areas designated and person(s) assigned for:
   
   **Command Post - Radio, Office Ana Maria Palacios**

   **Triage - Playground Idil Aparci**

   **First Aid - Nurse's Office, Shed Substitute**

   **Morgue - C6 and C7 Christine Fontes**

   **Sanitation - Next to Parking Lot Juan Mejia**

   **Evacuation Assembly - Field Marie Kahn/Berta Leon**

   **Student Release Area - Cafeteria Gina Romeo/James Landa/Ada Bartenslager**

2. Plan also shows:

   **Utility shutoffs:**

   Water- 10th St. Side of school
   Gas - 10th St. Side of school
   Electric- Behind G building/Next to B-5

   Location of tools to shut utilities off: Custodial Room and front office

   **Fire Extinguishers: Cafeteria, Preschool Rooms, Office**

   Chlorine gas or other chemical storage: None
DISTRICT RESPONSIBILITY FOR STUDENTS

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

1. SAN JOSE UNIFIED SCHOOL DISTRICT’S POLICY IS AS FOLLOWS:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.

   a) If students are on their way to school they will be brought to school if bussed, or they should proceed to school

   b) If students are on their way home from school they are to continue home.

2. To provide this supervision and care, San Jose Unified School District personnel will be utilized under Title I, Division 4, Chapter 8 Government Code and other legal statutes included in the District Emergency Service Guide. The statutes state that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.

3. San Jose Unified School District encourages the utilization of a “buddy” system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

SITE ORGANIZATION DURING A DECLARED EMERGENCY

Command Post

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision making will take place. The Site Manager or designee will be here.
In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment Teams will carry out the functions and provide information to the Site Manager about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

This information is to be placed on the Emergency Status Report and Update Forms and transmitted to the District E.S.C.

COMMAND POST DUTIES AND PERSONNEL

If notified of a Declared Emergency from the Superintendent’s Office, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager shall:

A. Activate alarm - notify staff
B. Activate Command Post and 2-way radio
C. Activate Emergency Teams
D. Assess total school situation
E. Make initial site assessment report to District E.S.C.
F. Check to see that Site Emergency Teams are operating
G. Assigned messengers to needed areas
H. Request to help from 911 or E.S.C. as required
I. Secure information from Emergency Teams - Update Site Status Reports - Report to E.S.C.
J. Reassign team members to other duties as required when they finish initial assignment duties.
K. Personally check these items:

1. Is campus secure?
2. Are utilities off or secure?
3. Are signs directing adults to release area up?
4. Are traffic controllers needed?
5. Is First Aid Center functioning?

6. Have buildings been searched for victims?

7. Is student release program set up and operating?

The Site Secretary shall:

A. Report immediately to the Command Center with:

1. Master keys

2. Current roster of students and staff

3. Emergency forms and documents

4. Office supplies to assist Site Manager

The Site Clerical Staff shall:

A. Team up with other personnel if a member of a Site Emergency Team, otherwise:

B. Report to the Site Command Post and assume responsibilities as directed by the Site Manager

The Site Custodians shall:

A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.

B. Check the site completely for:

1. Fire hazards

2. Chemical hazards (Chlorine storage)

3. Electrical hazards

4. Other hazards

C. Notify Site Manager of hazards and services needed

D. Barricade hazardous areas using whatever materials handy

E. When site is secure, report to the Command Post for direction

F. Provide emergency sanitation areas if toilets are unavailable

The Nurse of Health Clerk shall:
A. Report immediately to the identified site First Aid station with:

1. Health/Emergency Information cards for all students

2. Emergency first Aid supplies and equipment

B. Assist the injured

The Site Food Services staff shall:

A. Oversee conservation and distribution of food

B. Assist outside agencies (i.e., Red Cross)

C. Utilize available adult volunteers

ORGANIZATION OF INSTRUCTIONAL STAFF DURING A DECLARED EMERGENCY

Teachers and Teacher Aides shall:

A. Respond immediately to emergency signals requiring specific actions

B. If signal is one to Leave Building, know if signal is for:

1. Fire evacuation

2. Disaster evacuation

3. Chemical spill evacuation

Evacuate accordingly!

C. When leaving building:

1. Take roll book or current roster

2. Require students to be silent in order to hear instructions

3. Close doors to classroom

4. Go directly to pre assigned location

D. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students.

E. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency first Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aid. Students with minor injuries are to be cared for after evacuation.

F. Upon reaching evacuation destination, teachers shall:
1. Take roll

2. Make list of missing and absent students

3. Give list to Assembly Area Team members

4. Calm students. Remind them of District policies about remaining at school

5. Monitor warmth and protection of students. Move if necessary

G. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command post for supplies and begin implementation of Team responsibilities.

H. Teachers supervising students shall:

1. Keep track of all students under their care. Note on the roster any who leave, giving reasons, time, destination.

2. Remain with students until given an authorization to release a student to messenger from the Release Area. No student is to be released without this form. If student chooses to leave without permission, warn them of policy and note time, destination and accompanying students.

I. If student is released to anyone but a parent or authorized adult, such as the First Aid center, write student’s name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.

J. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster.

K. As the time period extends reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.

L. Report to the Command Post when all students have been released.

M. Report to Site Manager for permission to be released.
RESPONSES TO SPECIFIC EMERGENCIES

These emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the Site Manager. Each Site Manager should be knowledgeable about what plans should be used to mitigate the emergencies listed and should ensure that all personnel under his/her jurisdiction are aware of the plans and capable of performing their responsibilities to implement them.

DISASTER EMERGENCIES

I. Earthquake
II. Fire
III. Explosion or Threat of Explosion
IV. Chemical Accident
V. Flood
VI. Fallen Aircraft
VII. Smog Episodes
VIII. Bomb Threat
IX. Utilities Failure
X. Civil Defense
XI. Campus Unrest
XII. Drive-By Shootings
XIII. Hostage Situations

I. Earthquake

A. Warning: Little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished:

B. Inside School Building:

1. The teacher, or other person in authority, implements Action DROP. Face away from windows.

2. Try to avoid glass and falling objects. Move away from under heavy suspended light fixtures.

3. After earthquake stops, implement Action LEAVE BUILDING.

(a) Do not return to buildings for any reason until they have been declared safe by school authorities.
(b) Adult guards should be posted at a safe distance from all building entrances to see that no one reenters the buildings.

4. All site personnel should assemble in pre planned assembly area.
5. Teachers take roll and make list of missing students.

6. Do not light any fires after the earthquake. Turn off main gas valve.

7. Keep safe distance from electrical wires which may have fallen. Turn off main electrical switch.
8. Render first aid if necessary.

9. Call 911 for fire or medical help.


11. Use Emergency Communications equipment to contact Emergency Services Center.

12. Request assistance as needed, through channels, from the SAN JOSE UNIFIED SCHOOL DISTRICT SUPERINTENDENT'S OFFICE.

13. The Principal will try to procure the advice of school authorities about the safety of the building, and whether students and staff may return.

C. On School Grounds:

1. The teacher, or other person in authority, implements Action DROP.

2. The safest place is in the open. Stay there until the earthquake is over.

3. Move away from buildings, trees, and exposed wires.

4. DO NOT RUN!

5. Follow procedures 4 through 13 under "Inside School Building".

D. On School Bus: (Regular routes, field trips, etc.)

1. Students shall follow the directions of the bus driver and monitor.

2. The bus driver is legally responsible for the welfare of student riders.

E. Walking to and from School:

1. The safest place is in the open. Stay there.

2. Move away from buildings, trees and exposed wires.

3. DO NOT RUN!

4. After the earthquake, if on way to school, continue to school.

5. After the earthquake, if on way from school, continue home.

II. Fire

A. Warning:

1. Fire within the school - Fire Alarm
2. Fire near the school - Visual sighting, messenger, telephone.

B. Fire Within School Building:

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm. this will automatically implement Action LEAVE BUILDING. Become familiar with "Pull Box" locations.

2. Students remain under direct control of teachers until released.

3. Render first aid as necessary.

4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.

5. Fight incipient fires without endangering life.

6. Keep access roads open for emergency vehicles.

7. Take roll.

8. Notify the Superintendent of Schools.

9. The Principal will determine what emergency action should be implemented.

10. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

C. Fire Near School:

The Principal shall:

1. Determine the need to execute Action LEAVE BUILDING if nearby fire poses an immediate threat to the students of the building.

2. Notify the SAN JOSE FIRE DEPARTMENT AT 911.

3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

III. Explosion or threat of Explosion

A. Warning: When the condition is detected or the explosion occurs.
B. In the event of an explosion at the school, or the threat of an explosion -- such as those caused by leaking gas or a faulty boiler within a school building, the following will accomplished:

1. Explosion:
   a. Command "DROP" is given.

   b. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action LEAVE BUILDING.

   c. Sound the fire alarm.

   d. Move to an area of safety, and maintain control of students.
e. Render first aid as necessary.

f. Notify the SAN JOSE FIRE DEPARTMENT AT 911.

g. Fight incipient fires without endangering life.

h. Take roll.

i. Notify the office of the District Superintendent.

j. Notify utility companies of a break or suspected break.

k. The School Principal will direct further Action as required.

2. Threat of Explosion:

a. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.

b. Follow procedures d, f, i, j, and k under “Explosion” above.

IV. Chemical Accident

A. Warning: By telephone, radio, messenger, or P.A. system.

B. Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished:

1. Determine the need to implement Action LEAVE BUILDING.

2. Determine whether the students and staff should leave the school grounds.

3. If appropriate, take action to evacuate buildings, and if necessary, the area.

4. Move crosswind -- never up, or downwind -- to avoid fumes.

5. With the school staff, maintain control of the students at a safe distance.

6. Render first aid as necessary.

7. Notify the SAN JOSE FIRE DEPARTMENT AT 911.

8. Take roll.


10. The principal will direct other action as required.

11. Students and staff should not return to the school until Principal declares the area safe.

V. Flood
A. Warning:
1. Method: by telephone, radio, or messenger.

B. The EXTENT of the flood will dictate the course of action to be taken. The principal may initiate the following Emergency Actions:

1. The execute Action LEAVE BUILDING.
2. Provide care for students at school.
3. At Superintendent's direction, execute Action CONVERT SCHOOL.
4. At Superintendent's direction, execute Action DIRECTED TRANSPORTATION.

VI. Fallen Aircraft

A. Warning: When the accident occurs, messenger or telephone.

B. If an aircraft falls on or near school grounds, the following shall be accomplished:

1. The principal shall determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the Principal.
2. All students and staff shall be kept at a safe distance (300 feet), allowing for possible explosion of fuel tanks or ordnance.
3. If possible, the Principal shall determine whether the aircraft is military, commercial or a private plane.
4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
5. Notify the SAN JOSE POLICE DEPARTMENT AT 911.
7. The Principal shall direct further action as required.

VII. Smog Episodes

A. Warning: Notification by GRAPEVINE to each site.

B. The Bay Area Air Quality Management District uses a "Pollution Standards Index" to measure the healthfulness of the air in Santa Clara Valley. the index is divided into 6 air quality levels.

0 - 50 Good
50 - 100 Moderate
100 - 200 Unhealthy
200 - 300 Very Unhealthy
300 - 500 Hazardous

C. To receive Air Quality Information, you may dial 415 673-SMOG at any time for the recorded message.

D. On receipt of notification by the District that a 200, Very Unhealthy status has been reached, all sites will be notified through the GRAPEVINE system.

E. Upon receipt of a Smog Alert, the Site Manager shall:
1. Notify all personnel of the Warning and the index level.

2. At an expected Smog Index level of 200 - Unhealthy, the Site Manager shall:
   a. If received the day before, students and staff shall be encouraged to reduce vehicular use the following day.
   b. Encourage the staff to modify activities and work programs to reduce prolonged or strenuous physical activities that would increase the respiration rate.

3. At level declared to have reached 200 - Unhealthy, the Site Manager shall:
   a. Notify all students and staff of the index reading.
   b. Notify P.E. teachers to excuse from P.E. students who have respiratory problems, students with notes from parents, and students complaining about the effects of smog. All P.E. activities are to be modified to be less strenuous.
   c. Reschedule athletic contests.
   d. Cancel sport and activity practices and intramural recreational activities scheduled before 6:00 p.m.

4. At an Index of 300 - Very Unhealthy the Site Manager shall:
   a. Have all strenuous physical activities stopped.
   b. Limit the use of District vehicles to emergency use only.
   c. Contact the Superintendents Office to determine if school should be closed.

5. At an index of 400 - 500 Hazardous, schools would be closed and students will remain at school until it is safe to send them home. In the event of a Hazardous condition, schools should be prepared to respond to City/County disaster procedures.

VIII. Bomb Threat
A. Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95% of all bomb threats are hoaxes. However, the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so it can be neutralized.

B. If an anonymous telephone call or written threat is received by school personnel regarding placement of bombs or explosives in a building or on the campus, certain procedures shall be followed immediately:
   1. If the message is a telephone call, use the District-provided Bomb Threat Checklist to collect as much specific information as possible about the device and the person call. Upon hanging up, notify the Site Manager immediately.
   2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted; care should be taken in handling the message by immediately placing it in a cellophane envelope so possible fingerprints may be detected.

C. the Site Manager shall take appropriate action which SHALL include:
   1. Determination whether or not to evacuate the site (a minimum of 300 feet from the building is considered safe).
   2. Notify the District Police Department -- 6080.
   3. Notify the Superintendent’s office.
   4. Notify the San Jose police Department -- 911.
   5. Assist Police units with site search as necessary.
6. Submit written report to Superintendent after incident is over on Report of Bomb Threat form.

D. Appropriate action MAY include:
1. Preliminary visual search by volunteer staff persons in their own work areas to detect anything unusual.

2. Search of outside areas of buildings, grounds, boiler rooms, rest rooms, closets by custodial personnel.

3. Evacuation of site.

E. If a suspected explosive device is found:
1. DO NOT TOUCH IT!

2. Report it to the police.

3. Evacuate all personnel to a safe distance.

4. Open windows and doors to reduce potential damage if device should explode.

IX. Utilities Failure
Failure of one or more of the utilities (electricity, gas, water) constitutes an emergency that must be dealt with on a situational basis. the basic District policy governing actions that should be taken is that school should remain in operation to the extent possible and students should be cared for until regular dismissal time.

A. Warning: Occurrence of outage.
B. In response to the failure of any utility the following actions shall be taken:

1. Call Maintenance immediately - Do not call the utility. Maintenance will do that.

2. Call the Director of Maintenance to request portable lights and/or space heaters if necessary.

3. Advise the faculty and staff of the problem and what actions are being considered.

4. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.

5. Notify Food Services if outage will affect lunches.

6. In the event of an outage early in the school day that has the possibility of lasting several hours, request permission from the Assistant Superintendent, School Services, to bus students to other District sites able to provide accommodations for them.

7. Notify the Superintendent’s office of all actions taken so that office will be able to respond to calls from parents or the media.

C. Water Service Failure:
1. Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, request maintenance to deliver portable sanitary facilities to your school.

2. Notify Food Services if lack of water will affect lunches.

D. Electrical Service Failure:

1. Actions to be planned and/or taken on electrical service failure will depend on the time of the year, the amount of natural light available in classrooms, the outside temperature, and the length of time electricity is expected to be off.
2. The principal shall determine from Maintenance when service will or is expected to be restored and keep close contact.

3. The Director of Maintenance will keep in touch with his electrical crew by radio and in turn advise the school frequently on the current status for restoration of service.

4. Some classes will necessarily have to alter classroom work schedules due to the lack of electrical current when classes are to continue.

5. Several flashlights should be available to handle situations where emergency lighting has failed or is inadequate.

6. Ensure that all personnel are kept clear of down or dangling electrical wires, even though you may think they are "dead".

7. Evacuation routes must be planned to avoid fallen electrical wiring.

E. Gas Service Failure:

1. Gas service is a primary source of heat; therefore, in most instances, the outside temperature will dictate whether or not supplementary heaters are needed. Students may need to put on additional clothes to keep warm.

2. If a gas leak creates a danger of explosion, the actions described under "threat of Explosion" should immediately be implemented.

X. Civil Defense

A. The County Office of Emergency Services maintains more than 75 disaster warning sirens throughout the County. During an actual emergency the sirens would sound for:

3 to 5 minutes as follows:

Peach time emergency - Steady 3 - 5 minutes blast
Immediate enemy attack - Wavering tone or short, intermittent blasts

B. School Response:

When sirens sound all sites shall immediately turn on radios and/or television sets and listen for essential emergency information.

XI. Campus Unrest

A. Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc. to the point where the Principal determines that the safety of students and staff is jeopardized.

B. Responsibilities

1) Initiate Action SECURE BUILDING.

2) Notify the Guidance Department, 6066 or the San Jose Unified School District Police, 6080.

3) Inform students who refuse to report to class that they are subject to suspension, explosion, and possible arrest.

4) Utilize non-teaching staff, campus or district police officers, central office personnel, etc. to move students either into classrooms or off campus.
5) Instruct all staff members to take names of all students who fail to cooperate.

6) If time permits and staff members are available, parents of uncooperative students are to be called.

7) Under extreme circumstances, discuss with the Cluster Director the closing of school. Schools may be closed only at the direction of the Superintendent or Deputy Superintendent.

Staff

1) Teachers will maintain classes at the direction of the Principal.

XII. Drive-By shootings

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities

Principal

1) Initiate Action SECURE BUILDING or Action DUCK, COVER AND HOLD.

2) Immediately call 911 and the Guidance Department, 6066.

3) Work in coordination with and at the direction of law enforcement officials.

Staff

1) In classrooms, maintain Action SECURE BUILDING or Action DUCK, COVER AND HOLD until the all clear signal sounds.

2) In open areas, move students to safer areas (e.g. classrooms as quickly as possible. Initiate Action DROP only if it is not possible to safely reach enclosed area.

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations the perpetrators of drive-by shootings usually leave the scene instantly, staff members who witness such incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

XIII. Hostage Situations

If an intruder(s) enters a classroom or enclosed area with a weapon and threatens to shoot or injure person, these guidelines should be followed:

Responsibilities

Principal

1) Immediately notify San Jose Police and other appropriate law enforcement agencies.

2) Initiate Action SECURE BUILDING (bells only).

3) Notify the Guidance Department, the Cluster Director and the Deputy Superintendent.

4) Monitor the hostage situation as best as possible without doing anything to exacerbate it.
5) Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff
1) Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.

2) Keep your distance. Give the intruder(s) ample personal space.

3) Do not attempt to deceive or threaten the intruder(s).

4) Do not "but into" the delusions of the intruder(s).

5) Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).

6) Be constantly alert and prepared for violence. Initiate Action DUCK AND COVER if the intruder(s) open fire.

Tips for Handling Hostage Takers:

Note: If any site becomes involved in a hostage situation the primary concern must be the safety of students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual(s) begins firing a weapon(s) on campus, the following actions will be taken:

Principal

1) Inform staff supervising students in classrooms to initiate Action DUCK, COVER AND HOLD.

2) Immediately notify San Jose Unified School District Police, 6080 and appropriate law enforcement agencies. Call 911.

3) Notify the Guidance Department, 6066 who will notify others.

4) Work in coordination with supervisors of law enforcement agencies until the situation is resolved.

5) Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.

Staff

1) In classrooms, maintain Action DUCK, COVER AND HOLD until the situation is resolved.

2) In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DROP; this should be done only when there is no chance for students to reach safer areas.
2018-2019

SITE EMERGENCY TEAM ROSTER

Search & Assessment Team Names

Team A (Main Building) Lorena Gaeta
Maria Arreola
Maria Chichizola
Gaudelia Jimenez

Team B (F Building) Ada Bartenslager
Anyssa Carrejo
Rigo Lopez
Maria Rodriguez

Team C (G Building & Cafeteria) James Landa
Elizabeth Nieto
Ana Maria Pineda
Maria Chichizola

Assembly Area Team Marie Kahn
Bertha Leon

Site Security Team Juan Mejia

Student Release Team Gina Romeo
Ada Bartenslager (after the search)
James Landa (after the search)

First Aid team Idil Parci
substitute
Commander Paulette Zades
2nd Lieutenant Elizabeth Martinez
Morgue Christine Fontes

ALL UNASSIGNED PERSONNEL REPORT TO THE COMMAND POST

EMERGENCY FIRST AID TEAM

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

Note: Education Code Section 32200 states that "No school district employee shall be held personally liable for civil damages on account of personal injury to or death of any person resulting from civil defense and fire drills."

The First Aid Team leader who can act as a triage person is: Idil Aparci

First Aid Team members are: Idil Aparci and Substitute

Preparation

1. Annually:

   a. Update First Aid certification of team members.

   b. Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.

   c. Develop triage procedures with First Aid team members.

   d. Decide Primary and alternate location for the emergency First Aid center and the morgue.

2. In an Emergency, teachers on the First Aid Team shall:

   a. Evacuate their own class to the assigned evacuation area.

   b. Transfer their students and the enrollment/emergency data to another teacher.

   c. Report to and activate the predetermined emergency First Aid Center.

   d. Implement triage and administer First Aid as necessary.

   e. Supervise the use and distribution of First Aid supplies.
f. Notify the Command Post of staff and student injuries.

SEARCH - ASSESSMENT TEAM

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. Areas to be covered are shown on next page with names of assigned personnel.

The Search/Assessment Team is divided into sub-teams of two each (buddy system for safety) who search for the injured or trapped assess the safety of the various structures.

Preparation:

1. Annually:

   a. Choose personnel pairs for sub-teams based on school size.

   b. Divide campus into predetermined sweep areas.

   c. Sub-teams become familiar with their areas.

   d. Know locations of:

      1) First aid supplies and equipment.
      2) Water supplies and emergency food supply.

2. In an Emergency, teachers on the Search/Assessment Team shall:

   a. Evacuate their room to evacuation area and transfer their students and enrollment/emergency data to another teacher.

   b. Report to assigned area, link up with partner and begin sweep of area.

   c. Give status report to Command Post.

   d. Continue to monitor as needed during emergency.

3. Cautions:

   a. Proceed carefully - Buildings will be unstable.

   b. Proceed quietly so calls for help can be heard.

   c. Call out when entering your area, then wait for an answer.

   d. Remain in voice contact with your partner at all times.

   e. Secure unsafe buildings/classrooms against reentry. Post adult sentry if necessary.
f. Notify command post of unsafe buildings/classrooms.

ASSEMBLY AREA TEAM

When the site is evacuated to their assigned spots in the general assembly area the Assembly Area Team shall assume control. The individual teachers and/or aides will continue to be responsible for their individual class or classes.

Assembly Area Team members are: Marie Kahn and Bertha Leon

Preparation:

1. Maintain a current map of the assembly area showing where classes are to congregate.

2. Take appropriate action to reduce fear and anxiety among students. Take control.

Emergency Action:

1. Have teachers take roll of students.

2. Create list of missing students.

3. Begin process of locating children or identifying them as absent.

4. Prepare summary of missing, injured, or dead students and deliver to Command Post. Work from facts, not rumors.

5. Work with Security Team to keep students on site.

SITE SECURITY TEAM

The District’s policy in a Declared Emergency is to provide supervision and care for students until it is safe to release them or until picked up by an authorized adult. To accomplish this, site personnel must take steps to patrol the site perimeter to keep students from leaving. If parents have followed the District’s directions, students will have been told about this policy and should follow instructions of school personnel.

the Site Security Team will require all students to remain on site until released. No physical force shall be used to restrain students intent on leaving. In that case, request students to give his/her name and stated destination. Report this information to the Assembly Area Team

Parents or other adults coming on campus should be directed to the Student Release Area to have their student released to them. Site Security Team members are:

Juan Mejia

STUDENT RELEASE TEAM
In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release Area should be away from the evacuation assembly area and parents should be required to follow release procedures.

The most important task is to guarantee that documentation is kept about to whom each student is released. Student Release Team members are: Gina Romeo, James Landa, Ada Bartenslager.

Preparation:

1. Maintain a current roster of all students.
2. Maintain a copy of the Health and Emergency Card for each student which lists persons authorized to pick up student.
3. Maintain a supply of the Student Release forms for adults to fill out to release their student.

In an Emergency:

1. Have parents/adults complete release form.
2. Check form against authorized list.
3. If O.K., send messenger to evacuation area for student.
4. Teachers or other adults supervising students shall take authorization slip and release student to parent and note in register. Authorization slips shall then be delivered to the Command Post where they will be posted to a Master roster.

Messengers

If communications on site cannot be accommodated by adult personnel, preselected upper-grade students may be utilized to assist.

Preparation:

1. Identify students who could be used for internal, onsite message delivery.
2. Instruct them of their responsibilities, of where they are to report, and most importantly, of safety practices to follow.

In an Emergency:

1. Messengers are released from teacher responsible, and report to Command Post.

LOCATION OF EMERGENCY SUPPLIES AND EQUIPMENT

1. First Aid Supplies: Located in Nurses office in cupboard above sink.
2. First Aid Equipment: Nurse's Office

3. Emergency Water Supply: Located in each classroom

4. Emergency Food Supply: Located in each classroom

5. Two-Way Radio Transmitter: In Main Office (command Post)

6. AM/FM Radio: In Main office, Media Center, Cafeteria

7. Utility turnoff Tools: One set in custodian’s office near media center—one set in Cafeteria and front office

SITE STAFF ROSTER
CLASSROOM TEACHERS
Ben Aknin – 3rd
Asra Awilala - 5TH
Joanne Ayar TK-K SDC
Melvin Velasquez K SEI
Carmenza Bush-TK
Irma Cárdenas - K ALA
Miriam De La Cruz 1-3 SDC
Cheryl Goerke - 4TH
Elena Jaral 4-5 SDC
Rocio Magaña – 3rd ALA
María Mena – 1-2 ALA
Tony Montana 4/5 SEI
Lesley Moretti - 2ND SEI
Meghan Newell - 2nd
Anne Poché - 1ST SEI
Debra Purvis – K SEI
Laura Romero 3 SEI
Beth Rotolo – 4 SEI
Martha Salazar -3 SEI
Andrea Sinn- 1SEI
Sara Young – K SEI

21
RESOURCE TEACHERS
Marie Kahn – Intervention Specialist
Christine Fontes-Intervention Specialist
Lorena Gaeta- Coach
4
PRE-SCHOOL
Tammy Supnet
Virginia Solano-Bean
6
SPECIAL ED
Joanne Ayar- TK-K SDC
Maria Rodriguez- RSP
Elena Jaral – 3-5 SDC
Miriam De La Cruz – 1-3 SDC
Ada Bartenslager - Speech
6
RELEASE TEACHERS
Frank Cantu-P.E. 1

INSTRUCTIONAL ASSOCIATES
Marisa Arreola - Spec. Ed. I.A. I
Annyxa Carejo - Spec Ed. I.A. I
Gaudela Jimenez - Spec Ed. I.A. I
Bertha Leon - Program ASST.
Martha Galvan Program ASST
Linda Andrews-Spec. Ed IA
Laura Irionda-Spec. ED IA
7
OFFICE
Paulette Zades – Principal
Elizabeth- Vice Principal
Substitute- Health Aide
Lilian Flores - Parent Liaison
James Landa - Parent Liaison
Elizabeth Nieto - Library Assistant
Ana María Palacios - Secretary
Gina Romeo - COA II
Rigo Lopez - TSC I
8
COUNSELOR
María Chichizola 1

CAFETERIA
Ana María Pineda
Tweet Tran 2

CUSTODIAN
Juan Mejía 1

YARD DUTY
Maria Bretado
Rosie Ramos
Sandy Lemus
Angelca Oseguera
Rosie Ramos
6
NURSE
Idil Aparci 1

ADULT ROSTER CHECK OUT SHEET

NAME TIME LEFT TIME RETURNED
Student Release Request

Student Name Grade

Adult requesting student release
(please print)

Relationship to student

Destination

On Emergency Card: Yes No

Released by Title
(please print)

Date Time

Comments
Student Release Request

Student Name Grade

Adult requesting student release
(please print)

Relationship to student

Destination

On Emergency Card: Yes No

Released by Title
(please print)

Date Time

Comments

San Jose Unified School District
Emergency Operating Center

Radio Transmission Instructions

~ The only thing tougher than planning for a Disaster is explaining why you didn't~

This is the radio protocol to be used when reporting to the District Office Emergency Operations Center (EOC) during a major emergency. During the drills, listen for transmissions prior to talking, please do not talk while another person is transmitting unless it's an emergency.

SAMPLE RADIO TRANSMISSION

(District) This is San Jose Base - Prepare to Transmit Status Report

(District) San Jose Base to Allen come in -
(Site) This is Michelle Markham at Allen - do you copy? (District) San Jose Base, I copy - please transmit your report - (Site) Line 1 seven / three Line 2 no S A M P L E Line 3 no - etc.

Line 1 Injuries: (number) students, (number) staff Line 2 Need Ambulance or paramedics: (yes or no) Line 3 Do you have a Fire: (yes or no) Line 4 Need Fire Department? (yes or no) Line 5 Need Maintenance: (yes or no) Describe what's needed Line 6 Do you have lights: (yes or no) Line 7 Do you have telephones: (yes or no) Line 8 Are there any Fatalities: (number) students, (number) staff Line 9 Damage to the buildings? (yes or no) State location Line 10 Flooding: (yes or no) State location Line 11 Do you need Police or Sheriff: (yes or no) (District) Base to Allen, good copy, base out

The entire transmission should be no longer than one minute.

SUPPLIES AND EQUIPMENT INVENTORY FORM

Emergency Equipment
First Aid Items:
Johnson & Johnson First Aid KIt # 8163 has been distributed to all sites previously.

QUALITY ITEM REPLENISH ON HAND
1 ea Axe
1 ea Can opener, manual
1 ea Crowbar
2 Pkg. Paper cups
1 ea Hammer
2 ea Knives, Heavy Duty
2 rolls Masking Tape
1 ea 10 qt. pail
2 rolls Nylon rope
1 ea Hand saw
1 pack Screw Drivers
1 ea Shovel
1 ea Bull horn w/o batteries
1 ea Radio AM/FM Flashlight, w/o batteries
600 ea (+/-) Plastic Garbage Bags - 1 per child for weather protection
1 ea Big Wheel Container w/ Lid
1 Pkg. Waste basket liners
### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes *</th>
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* 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)

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* 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)

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</tr>
<tr>
<td>2</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>26.0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>21.0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>21.0</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>13.0</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 (Secondary) (School Year 2015—16)

| Subject         | Average Class Size | Number of Classes *  
|-----------------|--------------------|----------------------  
|                 |                    | 1-20                 | 21-32                | 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.

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

| Subject         | Average Class Size | Number of Classes *  
|-----------------|--------------------|----------------------  
|                 |                    | 1-20                 | 21-32                | 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.

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

| Subject         | Average Class Size | Number of Classes *  
|-----------------|--------------------|----------------------  
|                 |                    | 1-20                 | 21-32                | 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.
### Academic Counselors and Other Support Staff (School Year 2017—18)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>1.3</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td>0.5</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.4</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.5</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>1.5</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0.2</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 2016—17)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$13313.3</td>
<td>$3758.1</td>
<td>$9555.2</td>
<td>$77304.1</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$8863.8</td>
<td>$75422.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>7.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7125.0</td>
<td>$80764.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>34.1%</td>
<td>-4.3%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Types of Services Funded (Fiscal Year 2017—18)

Grant Elementary provides educational opportunities for students preschool through 5th grade, including TK. Our Kinder through 3rd grade students participate in ALA (Academic Language Acquisition) or SEI (Structured English Immersion) classes. Our 4th through 5th classes are SEI. We provide RSP (Resource Specialists), Speech and SDC (Special Day Class) options for students qualifying for special education services. Interventions or acceleration opportunities are based on data during and after school by trained school professionals. Parenting classes are also available in the area of learning English and parenting trainings.

Teacher and Administrative Salaries (Fiscal Year 2016—17)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$54,958</td>
<td>$47,903</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$79,132</td>
<td>$74,481</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$97,032</td>
<td>$98,269</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$103,741</td>
<td>$123,495</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$108,855</td>
<td>$129,482</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$117,012</td>
<td>$142,414</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$263,799</td>
<td>$271,429</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>34.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at [https://www.cde.ca.gov/ds/fd/cs/](https://www.cde.ca.gov/ds/fd/cs/).
Advanced Placement (AP) Courses (School Year 2017—18)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>All Courses</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

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

Professional Development

- PD offered in the 2015-16, 2016-17, 2017-18, 2018-2019 to teachers:
  - K-1 Early Literacy and Guided Reading
  - 2nd, 3rd and 4th 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-St ation (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
  - T K-5 Positive Behavioral Interventions and Supports (PBIS)
  - T K 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

- New Social Studies adoption training
- 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: 1/17/2019

Last updated: 1/10/2019