

Le Grand Elementary School

Rosina Hurtado/Superintendent * Principal
rhurtado@lgeom.org

13071 East Le Grand Road * Le Grand, CA 95333
(209) 389-4515 * www.legrand.k12.ca.us

Grades K-8
CDS Code 24-65722-6025498

Para español, visita
www.legrand.k12.ca.us

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Le Grand Union ESD

Le Grand Union Elementary School District

13071 East Le Grand Road Le Grand, CA 95333 * (209) 389-4515 * www.legrand.k12.ca.us

Principal's Message

At Le Grand Elementary School, we strive to prepare all students for the 21st-century demands of college and career. We do so in a learning environment that is safe and positive and values respect and responsibility.

Our staff works hard daily to provide a rigorous academic curriculum supported by supplemental assistance to students who are achieving below grade level. In addition, we offer a variety of extracurricular activities to meet the vast interests of our student body and highly encourage all students to become involved.

We have been trained in and work together to implement a schoolwide behavioral support system called Positive Behavioral Interventions and Supports (PBIS). PBIS establishes a social culture and individualizes the behavioral supports for each student.

We believe that staff, students and parents are a team, and by working together, we can strive toward meeting our goals. We encourage parents to be actively involved in their child's education. We truly believe that your involvement will have a lasting impact. We welcome you and encourage you to participate in as many activities as possible.

Parental Involvement

Some of the ways parents can be involved at school include being a classroom volunteer; joining the Parents Club, the School Site Council (SSC) or English Learner Advisory Committee (ELAC). The SSC and ELAC meetings are scheduled monthly. The Le Grand Elementary Parents Club unites parents and staff as they support our students. Translators are available at all parent meeting events, school assemblies and meetings.

Monthly communication folders are sent home in English and Spanish and provide information about calendar school events. Monthly Parents workshops are offered to build relationships between staff and community and to encourage communications.

Parents are considered our partners in the education of all the students. If you are interested in parental-involvement opportunities or information on how to be involved, contact Parent Club president Freddy Torres at ftorres@lgelm.legrand.k12.ca.us.

School Safety

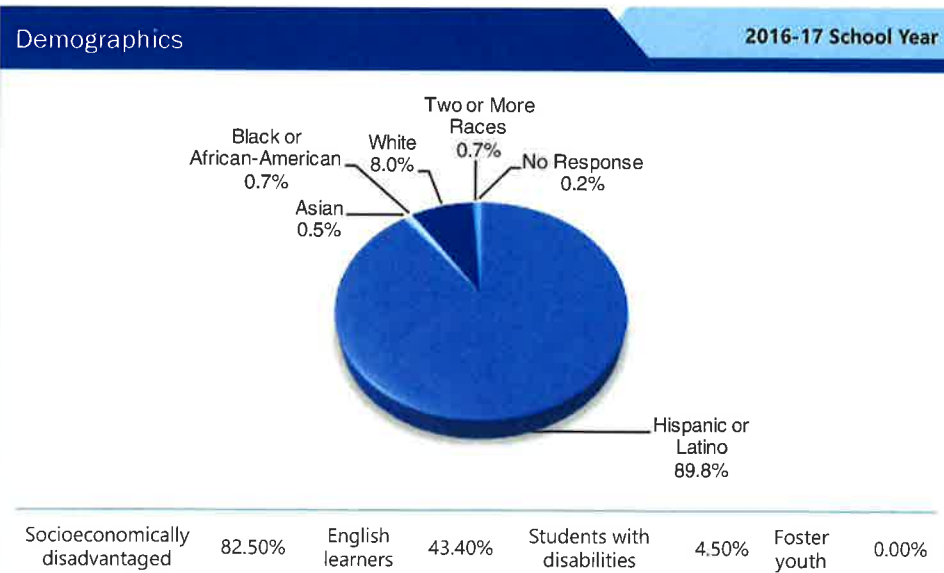
The Le Grand Union Elementary School District maintains a safe campus. Staff members immediately report and address campus safety concerns. We have playground supervisors, a hall monitor, and crossing guards on duty before and after school.

Students are comfortable approaching staff for assistance. We hold monthly fire and lockdown drills throughout the school year. A safety plan is in place and updated as needed.

Key elements of the plan include fire drills, crisis intervention and monthly safety drills. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2017.

Enrollment by Student Group

The total enrollment at the school was 401 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

Le Grand Elementary School will prepare respectful, responsible students who will be ready for the 21st-century demands of college and career.

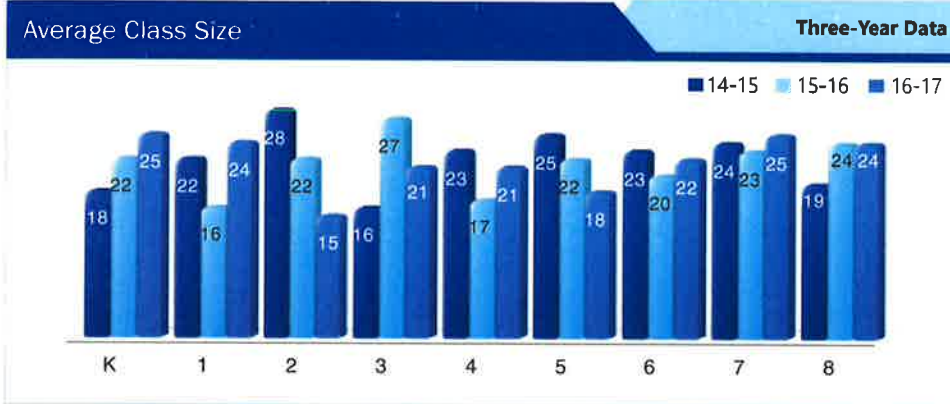


Governing Board

- Domingo Flores, President
- Adam Shasky, Clerk
- Dave Heinrichs, Member
- Roger Valladao, Member
- Freddie Chavez, Member

Class Size Distribution

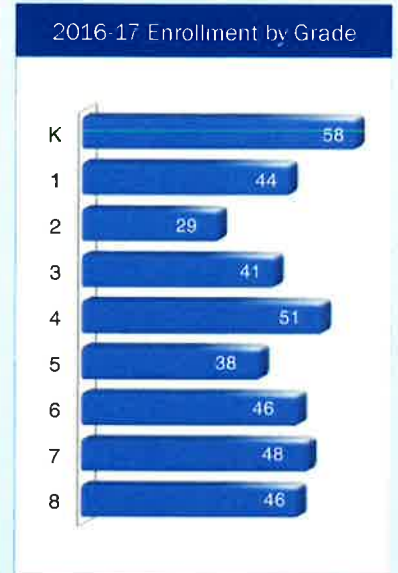
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2	2		1	2	
1	2			1	1			1	
2	2			1	1		2		
3	3			2	2		1	1	
4		2		2				2	
5		2		2			2		
6		2		2			1	1	
7		2		1				2	
8		2		1				2	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Types of Services Funded

The Le Grand Elementary Parents Club network holds fundraisers to support our programs. The club's main fundraiser supports our field trips, athletic programs, outdoor education camp, Academic Pentathlon, and a variety of other projects.

Unrestricted sources fund the basic programs. Teacher salaries, instructional materials and basic operating expenses are paid for with these funds. Restricted funds are used to provide supplemental services such as reading tutorial from the reading specialist, instructional aides in the classrooms and after-school academic tutoring.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

	Three-Year Data								
	Le Grand ES			Le Grand UESD			California		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspension rates	0.0%	0.0%	0.50%	0.0%	0.0%	0.50%	3.8%	3.7%	3.6%
Expulsion rates	0.0%	0.0%	0.20%	0.0%	0.0%	0.20%	0.1%	0.1%	0.1%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
Subject	Le Grand ES		Le Grand UESD		California		
	14-15	15-16	14-15	15-16	14-15	15-16	
Science	44%	38%	44%	38%	56%	54%	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data	
Subject	Le Grand ES		Le Grand UESD		California		
	15-16	16-17	15-16	16-17	15-16	16-17	
English language arts/literacy	25%	25%	25%	25%	48%	48%	
Mathematics	20%	23%	20%	23%	36%	37%	

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year	
	Le Grand ES	Le Grand UESD	
Program Improvement status	In PI	Not In PI	
First year of Program Improvement	2003-2004		
Year in Program Improvement	Year 5		
Number of schools currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		100.00%	

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	271	265	97.79%	24.53%
Male	147	142	96.60%	15.49%
Female	124	123	99.19%	34.96%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	239	234	97.91%	23.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	22	21	95.45%	14.29%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	225	220	97.78%	22.27%
English learners	129	126	97.67%	19.84%
Students with disabilities	27	27	100.00%	22.22%
Students receiving Migrant Education services	13	12	92.31%	16.67%
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	271	266	98.15%	23.48%
Male	147	142	96.60%	19.72%
Female	124	124	100.00%	27.87%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	239	235	98.33%	21.46%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	22	21	95.45%	42.86%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	225	221	98.22%	19.63%
English learners	129	127	98.45%	14.29%
Students with disabilities	27	27	100.00%	15.38%
Students receiving Migrant Education services	13	12	92.31%	16.67%
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

During the transition to Common Core State Standards (CCSS), the district will continue to use state-approved materials that were adopted by the board during the last adoption cycle.

The most recent public hearing to adopt Resolution 14-15-01 on the sufficiency of instructional materials was held on August 8, 2017.

Classroom teachers have participated in the selection of supplemental materials and units aligned to CCSS that are being used in the interim.

A textbook-selection committee consisting of classroom teachers from each grade-level grouping, content-area specialists and administration will review and make a recommendation to the school board of the materials that will best meet the needs of the students. The school board will make final approval of the selected instructional materials.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
English language arts	Treasures, Macmillan/McGraw-Hill (K-6)	2010
English language arts	i-Ready (6-8)	2016
Mathematics	i-Ready (K-5)	2016
Mathematics	Harcourt Math	2008
Science	Macmillan/McGraw-Hill	2008
Science	Holt (6-8)	2008
History/social science	Glencoe/McGraw-Hill (7-8)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2017-18 School Year
Le Grand ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	8/8/2017



"At Le Grand Elementary School, we strive to prepare all students for the 21st-century demands of college and career."



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	7/10/2017	
Date of the most recent completion of the inspection form	7/10/2017	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	27.80%
Five of six standards	22.20%
Six of six standards	2.80%

Grade 7

Four of six standards	29.80%
Five of six standards	17.00%
Six of six standards	2.10%

School Facilities

Le Grand Elementary School was built in 1953. On an average day, 400 students and staff occupy our school. The overall condition of our buildings is good. Our school grounds are well-groomed, and our front parking lot was recently paved. We employ seven janitorial staff members who work during and after school hours. Our classrooms, maintenance buildings, projects office, and staff workroom have ample shelving and storage, and our portable classrooms are in moderate condition. Most portables have new roofs. Our campus includes an updated security system. Light filters in the new library/multimedia center provide excellent lighting, while classroom lighting is sufficient. The boys' and girls' primary restrooms are in good repair.

The district has a security gate installed at the front of the school and has updated and expanded the video security monitoring system. The district encourages attendance for all students. Students who earn perfect attendance monthly are rewarded with a perfect attendance party. Being respectful and responsible are traits expected of all students. Students are rewarded with Viking shields when they are caught being respectful and responsible. The school library is opened daily. Classrooms in grades K-6 have scheduled weekly visits. Grades 7-8 schedule visits as needed. Our automated system allows students, parents and staff to locate books, videos, e-books and teacher resources. We allocate funds to improve the library collection each year.

We have 400 Chromebooks available for student use, which means that, on average, there is one device for every student. There are 19 classrooms connected to the internet. Students have access to Google Apps and PowerPoint programs and the Waterford, which helps with reading, math, Science and English.

The ACES afterschool for Education program provides a safe afternoon environment and offers homework help, tutorials and enrichment classes.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Le Grand UESD		Le Grand ES	
	17-18	15-16	16-17	17-18
Teachers				
With a full credential	18	18	18	18
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Le Grand ES		
	15-16	16-17	17-18
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

The primary area of focus for staff development at Le Grand Elementary School has been the implementation of Common Core State Standards in English language arts and English language development and math with additional training on strategies to improve teaching and learning for English learner students. The Jr. High Science department has attended training on the Next Generation Science Standards, and newer teachers have trained with Beginning Teacher Support and Assessment (BTSA) support and coaching. Teachers have also been given the opportunity to attend workshops and trainings of their choice in their specific grade levels or content areas in and out of the district.

Teachers and staff are trained for continuous instructional improvement using the Instructional Rounds process, with support from the Central Valley Educational Leadership Institute and staff from Merced County Office of Education.

In addition to the days dedicated to staff development, teachers attend training using substitutes to cover their classrooms and attend after-school training that extend beyond their contracted day.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
	Le Grand ES	5 days	5 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	1.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.10
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2015-16 Fiscal Year	
	Le Grand UESD	Similar Sized District
Beginning teacher salary	\$44,450	\$42,598
Midrange teacher salary	\$64,684	\$62,232
Highest teacher salary	\$77,560	\$80,964
Average elementary school principal salary	⊕	\$102,366
Superintendent salary	\$167,479	\$117,868
Teacher salaries: percentage of budget	32%	32%
Administrative salaries: percentage of budget	5%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Le Grand ES	\$8,755	\$66,621
Le Grand UESD	\$8,755	\$66,621
California	\$6,574	\$61,939
School and district: percentage difference	◆	◆
School and California: percentage difference	+33.2%	+7.6%

- ⊕ The principal and superintendent are combined as one position.
- ◆ The percentage difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of November 2017.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$11,298
Expenditures per pupil from restricted sources	\$2,543
Expenditures per pupil from unrestricted sources	\$8,755
Annual average teacher salary	\$66,621



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234