Grenada Elementary School
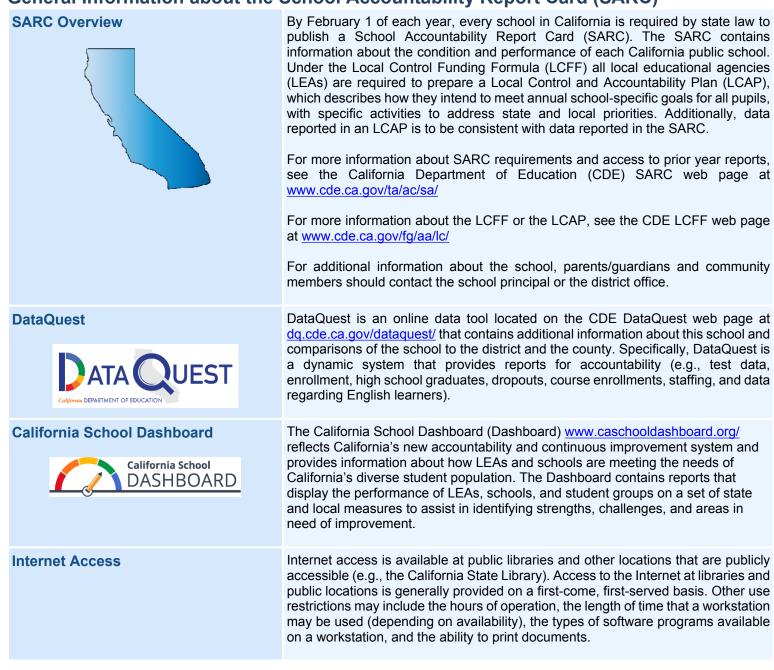## 2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Grenada Elementary School
Street	516 Shasta Ave.
City, State, Zip	Grenada, CA 96038
Phone Number	(530) 436-2233
Principal	GingerLee Charles
Email Address	gingerlee.charles@grenada.k12.ca.us
School Website	
County-District-School (CDS) Code	47-70326-0000000

2021-22 District Contact Information

District Name	Grenada Elementary School
Phone Number	(530) 436-2233
Superintendent	Gingerlee Charles
Email Address	gingerlee.charles@grenada.k12.ca.us
District Website Address	http://www.grenada.net

2021-22 School Overview

The purpose of education is to prepare students to be productive, interdependent, socially responsible, well-rounded, lifelong learners and global citizens who can collaborate, create and communicate in a constantly evolving world. The vision at Grenada Elementary School is for students to be engaged in a stimulating academic environment with a challenging curriculum that is student-centered and focused on 21st century skills. At GES, we are committed to empowering students to reach their full potential by instilling a growth mindset in them through rigorous academic standards and civic opportunities. Within this context, we see technology as a valuable and essential tool for learning that expands our instructional range and maximizes the capacity of all learners—students, teachers and staff.

Specifically, we envision that technology will be utilized by all students and staff for these purposes:

To develop lifelong learning skills, including critical thinking, leadership skills and collaboration with peers

To promote an atmosphere of positive interactions and relationships with people in, around and beyond the GES campus which strengthens and intensifies our Character Education program

To spark intellectual curiosity and inspire students' love of learning

To provide global access to information

To meet the curricular needs of all learners

To provide access to the general curriculum

To refine critical-thinking skills and foster creativity

To provide a medium for expression and communication

To collect, assess and share data about student outcomes

To improve administrative efficiency

To provide skills and proficiencies necessary for the students in their post-K-12 endeavors and careers

This vision will drive our conversations, innovation, planning, and day-to-day and year-to-year implementation of our mission.

Motto: Respect for Self and Others. Brave Enough To Be Kind

Mission: Educating learners for the 21st century through collaboration, communication, creativity, critical thinking and character development.

Grenada Elementary School (GES) is committed to intentionally developing communication, collaboration, critical thinking, creativity and character development through California State Standards (CSS)-aligned, technology-infused Project Based

2021-22 School Overview

Learning for all students. To accomplish this, the GES community is committed to the integration of technology as a tool for classroom learning and to increase teacher, paraprofessional and administrative productivity. By infusing technology into the classroom in this way, students' skill base as technology users grows continuously, which will continue to become more and more important in their future. It is an essential component in their respective educational experiences. They will utilize an increasing variety of technological tools to match the growing complexity of higher education, job and career needs, and therefore need to learn to use technology as an integral part of the learning process to enhance their critical-thinking, problem-solving and communication skills. Teachers will use technology in the curriculum, take advantage of teachable moments, and provide rigorous 21st century learning environments. GES is committed to instilling in each student the desire to learn, a belief in themselves, and the confidence to take appropriate risks and accept challenges.

As you read this School Accountability Report Card of GES, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body that is motivated to perform well.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	18
Grade 2	23
Grade 3	21
Grade 4	19
Grade 5	21
Grade 6	26
Grade 7	23
Grade 8	24
Total Enrollment	204

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	4.9
Asian	0.5
Black or African American	2
Hispanic or Latino	12.7
Two or More Races	7.8
White	71.6
Foster Youth	0.5
Socioeconomically Disadvantaged	43.6
Students with Disabilities	6.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	11

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2013

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders, McGraw-Hill (TK-5) 2015 Mirrors and Wonders, EMC Publishing (6-8) 2016 All students have textbooks assigned to them. All textbooks from state adopted list.	Yes	0
Mathematics	Math, CPM (6-8) 2015 EnVisionmath, Pearson (TK-5) 2014 All students have textbooks assigned to them. All textbooks from state adopted list..	Yes	0

Science	Math, CPM (6-8) 2015 EnVisionmath, Pearson (TK-5 2014 All students have textbooks assigned to them. All textbooks from state adopted list.	Yes	0
History-Social Science	Impact: CA Social Studies, McGraw Hill (K-5) 2019 McGraw Hill (6-8) 2019 All students have textbooks assigned to them. All textbooks from state adopted list.	Yes	0
Foreign Language	NA		NA
Health	Teen Health, 6-8, Glenco, 2006 All students have textbooks assigned to them. All textbooks from state adopted list.	No	0
Visual and Performing Arts	NA		NA
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Our campus is well maintained and attractive. We take great pride in keeping it that way.
Here are some highlights of past projects and renovations:
We were able to buy a new riding lawn mower that mulches in 2016. We replaced fencing and installed a gate in the front of the school to increase security in 2019. We upgraded our cafeteria kitchen with new flooring, paint and dishwasher in the summer of 2019. We refurbished our gym floor in the Summer of 2019.
We are continuously working to make sure our school is a safe place for everyone. Our security measures are in accordance with our school safety plan. Our insurance company makes periodic inspections to advise us of any potential safety hazards. We upgraded our alarm system in 2015. Over the past 5 years we have continued to increase campus security with the installation of camera security systems. We had the entire campus re-keyed and new locks installed as needed in 2018.
The district takes great effort to ensure that all schools are clean, safe and functional with the available resources. The district has established a cleaning standard for all school facilities and assigns and inspects custodial work. Food service and restroom facilities are given highest priority to ensure the health and safety of students and staff on a daily basis. Basic cleaning operations occur in every classroom, the cafeteria, kitchen and all bathrooms every school day. We updated all school restrooms with automatic flush systems in 2016 and 2017. Other cleaning functions may be scheduled on less-than-daily frequency due to the limitations of available custodial resources.
Our technology has been upgraded to include access points and switches providing Wi-Fi access campuswide. In the summer of 2019, we upgraded our PA system campuswide. Our campus has a cafeteria building with new flooring in 2018 and beautiful full-sized gym with new insulation, heating and air-conditioning as of 201 while the floor was resurfaced in 2018
In 2017, we installed three solar tracker panels, and a new heating and air-conditioning system in the gym and cafeteria by utilizing the Proposition 39 California Clean Energy Jobs Act grant funds. New energy efficient HVAC units were installed in all classrooms in the spring of 2018 through Prop 39.
During the 2015-16 school year, we installed or repaired three sets of drinking fountains. In the summer of 2019 we installed a water bottle filler. This has been very popular with students, staff and families.
In 2018, new fencing and a secure gate were installed along the front of the school and in the TK yard. We purchased a large shed and a large variety of new equipment for recess. We maintain a large grass field for soccer, baseball and football, two full sized Basketball courts and multiple play structures.
We are continuing to do upgrades and general updates according to our Facilities Master Plan. Projects for the 2022 forward include but are not limited to: Upgrading flooring in classrooms, painting buildings and trim, resurface blacktop, office restructuring, and add additional water bottle fillers.

Year and month of the most recent FIT report	11/16/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No gas.
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Reinforcing playground structure. Reinforcing footings January 2022

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	43.65
Female	63	63	100	0	52.38
Male	66	63	95.45	4.55	34.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100	0	53.85
White	92	90	97.83	2.17	44.44
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	47.62
Female	63	63	100.00	0.00	47.62
Male	66	63	95.45	4.55	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	69.23
White	92	90	97.83	2.17	43.33
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	19.51	N/A	19.51	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	41	97.62	2.38	19.51
Female	21	21	100.00	0.00	14.29
Male	21	20	95.24	4.76	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	19.35
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parental involvement is highly valued and appreciated at GES. Our small school community takes pride in establishing a family-friendly educational atmosphere. We strongly believe parental involvement has a tremendous impact on student success and provides many opportunities to increase family engagement and strengthen the home-to-school connection. Many parents attend back-to-school night, open house, Harvest Festival, Santa Store, Christmas Program, book fair, monthly assemblies, field trips, student conferences, fundraising activities and athletic events. Parents and staff work together on the following committees to support, inform, develop and implement programs for our school and students: Parent Teacher Organization (PTO), Parent Advisory Committee/Multi-Tiered Systems of Support (MTSS) team, Grenada Sports Incorporated (GSI) and Local Control and Accountability Plan (LCAP). Parents are encouraged to volunteer in classrooms and assist with supervision on field trips, etc. We provide parenting resources through our weekly newsletter, the GES Connection, and on our school website in addition to parenting classes offered in partnership with First 5. We continually strive to expand ways to communicate with families and enhance our partnership. Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer may contact our parent liaison Nikita McLaflin at (530) 436-2233 on how to volunteer your time, information on how to become part of any school committee or information regarding any support or resources available in the school or local community.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	218	209	15	7.2
Female	109	104	8	7.7
Male	109	105	7	6.7
American Indian or Alaska Native	10	10	0	0.0
Asian	1	1	1	100.0
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	26	4	15.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	0	0.0
White	159	150	10	6.7
English Learners	0	0	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	104	101	7	6.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	16	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.88	1.83	2.88	1.83	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.51	3.51	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83	0.00
Female	0.00	0.00
Male	3.67	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our school Safety Plan is updated by April of each school year by our Parent Advisory Committee. The plan is designed to ensure a safe, healthy, and secure learning environment. Four main areas are covered in our plan: Personal Characteristics of Students and Staff; School's Physical Environment; School's Social Environment; and School's Culture. School safety is a high priority at GES and is critical to our success. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. Our school safety plan is updated by March 1 of each school year by our Parent Advisory Committee. The plan is designed to ensure a safe, healthy and secure learning environment. Protection of the students and employees in the District is of primary importance should a major disaster occur in the area. The goal of the Grenada Elementary School District Emergency Preparedness Plan is to prepare District employees, students, and parents to react properly in emergency situations. The purpose is to provide a foundation for uniform planning throughout the District. This will minimize injury and loss of life among students and district personnel. The information provided in this plan is designed to give general instructions in the event that a disaster strikes. The plan outlines responsibilities and cooperation necessary to safeguard students before, during, and after an emergency. School safety is a high priority at GES and is critical to our success. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	1	
1	24		1	
2	21		1	
3	23		1	
4	22		5	
5	20	5		
6	36		4	1

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1				
2	24		1	
3				
4	23		6	
5	24		6	
6	26		4	1
Other	23		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1	1	
1	18	1		
2	23		1	
3	11	2		
4	19	5		
5	21	1	5	
6	13	8		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	226.7

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,195	$3,114	$6,081	$45,585
District	N/A	N/A	$6,081	
Percent Difference - School Site and District	N/A	N/A	0.0	99900.0
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	-32.5	-45.4

2020-21 Types of Services Funded

The following are some of the programs and supplemental services funded through categorical and other sources as outlined in our Local Control Accountability Plan (LCAP): school counselor, intervention specialist, Resource Program, instructional aides, Social Skills classes, field trips, technology (1:1 students to devices, audiovisual equipment), performance assemblies (plays, music, character education), professional development, SAFE After School Program, GES Connection (weekly publication), single grade-level classrooms and athletic programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$37,800	$47,265
Mid-Range Teacher Salary	$57,548	$69,813
Highest Teacher Salary	$70,700	$91,237
Average Principal Salary (Elementary)		$113,466
Average Principal Salary (Middle)		$115,186
Average Principal Salary (High)		$0
Superintendent Salary	$107,000	$131,359
Percent of Budget for Teacher Salaries	24%	30%
Percent of Budget for Administrative Salaries	5%	7%

Professional Development

The district has an ongoing professional development plan which involves teachers being released for the school day to participate in professional learning events. Ongoing support for the implementation of new content is provided by district academic coaches, grade-level/department peers, and administrators. Site professional development occurs in the form of micro-lessons happening during staff meetings. These training sessions are delivered by site administrators, site teachers, and SCOE personnel and coaches.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Grenada Elementary School
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Grenada Elementary School
Phone Number	(530) 436-2233
Superintendent	Gingerlee Charles
Email Address	gingerlee.charles@grenada.k12.ca.us
District Website Address	http://www.grenada.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	43.65
Female	63	63	100.00	0.00	52.38
Male	66	63	95.45	4.55	34.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	53.85
White	92	90	97.83	2.17	44.44
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	36.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	47.62
Female	63	63	100.00	0.00	47.62
Male	66	63	95.45	4.55	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	69.23
White	92	90	97.83		43.33
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.