

Le Grand Elementary School

Grades K-8
CDS Code 24-65722-6025498

Scott M. Borba, Superintendent/Principal
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Le Grand Union Elementary School District

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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.

Preparing our scholars for the demands of college and career in the 21st century is a top priority. Beginning in grade three, all students are learning the basics of computer programming in order to prepare them for work in the computer science field. Additionally, students in grades 6-8 have access to robotics and the Le Grand Student Space Initiative, a partnership with Stanford University where together we inch closer and closer to space through weather balloon technology.

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.

We might be a small school ... but we have BIG dreams!

Core Values

In the Le Grand Union Elementary School District, we value our ...

Scholars—

We believe all scholars should feel safe and cared for.

We believe all scholars can learn at high levels.

We believe all scholars should have the opportunity to expand and enrich their learning.

We believe all scholars have unique needs and strengths that need to be addressed.

Staff—

We believe all staff members should feel safe and cared for.

We believe all staff members should be treated with, and treat others with, fairness and respect.

We believe all staff members should be highly trained and proficient.

We believe all staff members are a valued member of this learning community.

Community—

We value the vital role of the parent/guardian as their child's first and most important teacher.

We value the cultures and traditions of our community.

We value accessibility and open communication.

We value partnerships with our community.

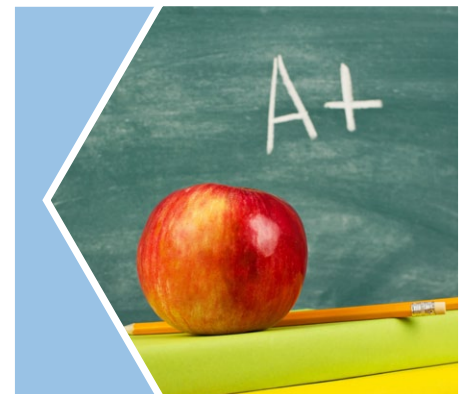
School Safety

Student and staff safety is a primary concern of Le Grand Union Elementary School. Through the curriculum, instruction and discipline policies, students are provided both a safe and positive learning environment. Le Grand Elementary School maintains an excellent rapport with the Merced County Sheriff's department in issues of campus safety. The campus is properly supervised by teachers, administrators, and the campus supervisors before and after school, and during breaks.

California Education Code Section 32286 requires our school site to review and update its school safety plan, which must be developed and written by a School Site Council (SSC) or its designated Safety Planning Committee in collaboration with teachers, classified staff, parents, and first responders to ensure we are up-to-date and complete. Our plan contains policies and procedures addressing critical issues including: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

Emphasis on the importance of including mental health programs in the school safety plans has increased over recent years. SSCs and/or Safety Planning Committees have worked with county mental health program providers to develop policies to refer children who may have mental health issues to the appropriate services. Partnerships between Le Grand Elementary, families and our community can help address the mental health needs of students as a strategy in school safety planning.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2022.



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.

Mission Statement

A Community Committed to Nurturing Confident Scholars.

Vision Statement

Le Grand Union Elementary School District is a community of highly trained professionals committed to ensuring every scholar is adequately prepared for college and/or career by providing engaging and relevant instruction in a safe and nurturing environment.

Governing Board

Adam Shasky, President

Roger Valladao, Clerk

Freddie Chavez

Diana Smith

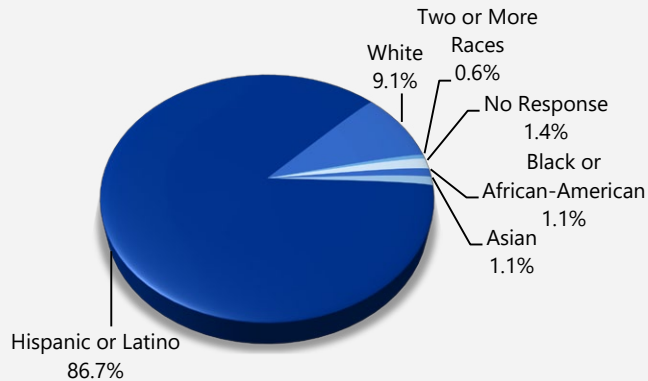
Freddy Torres

Enrollment by Student Group

The total enrollment at the school was 361 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

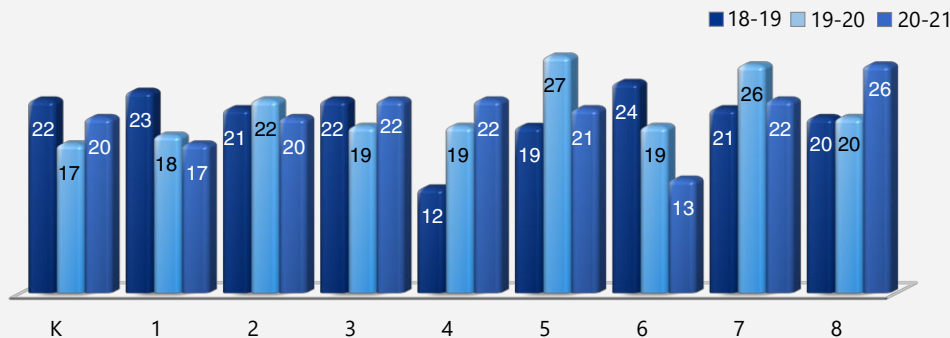


Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		2			2		
1		2		2			2		
2	1	1			2		2		
3		2		2				2	
4	2			2				2	
5	2				1			2	
6		2		2			2		
7		2			2			2	
8	1	1		2				2	

Enrollment by Student Group

Demographics

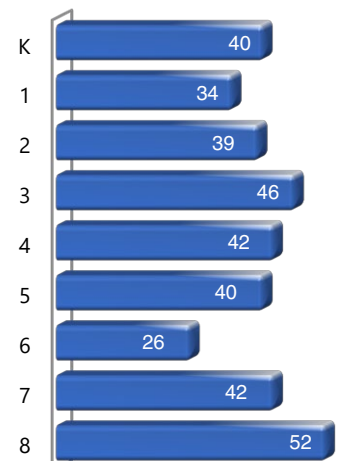
2020-21 School Year

Female	50.10%
Male	49.90%
Non-Binary	0.00%
English learners	42.40%
Foster youth	0.80%
Homeless	0.00%
Migrant	2.80%
Socioeconomically Disadvantaged	82.00%
Students with Disabilities	8.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Le Grand ES		Le Grand Union ESD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	5.1%	0.0%	5.1%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Le Grand ES		Le Grand Union ESD		California
	19-20		19-20		19-20
Suspension rates	1.4%		1.4%		2.5%
Expulsion rates	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.0%	0.0%		
Female	0.0%	0.0%		
Male	0.0%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	0.0%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	0.0%	0.0%		
English Learners	0.0%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	0.0%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	0.0%	0.0%		

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	4
2020-21	4
2021-22	4

Parental Involvement

Le Grand Elementary parents have numerous opportunities to be involved in the school. Parents have access to the school website, app, and social media accounts where photos of events and announcements are posted daily. Additionally, parents can serve on the English Language Advisory Council (ELAC), School Site Council (SSC) and Parent Booster Club. Parent workshops are offered monthly where parents and students are invited to create a craft and listen to experts in the areas of study skills, bullying, proactive parenting strategies, and helping your child with homework, just to name a few. Parent support classes are offered periodically through the school counselors office designed to target specific skills necessary to help students and families thrive. Finally, family engagement activities occur monthly. Events such as Back-to-School Night, Trunk-or-Treat, Movie Nights, Craft Nights, Winter Festival and Open House are designed to provide families an opportunity to interact with other families and school staff in a more informal setting. Le Grand Union Elementary School District is the center of town and we value our families and communities greatly. Parents are always welcome! Contact parent club president Patricia Zarate through the school office at (209) 389-4515.



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.

California Physical Fitness Test			2020-21 School Year
Percentage of Students Meeting Fitness Standards	Le Grand ES		
	Grade 5	Grade 7	
Four of six standards	◆	◆	
Five of six standards	◆	◆	
Six of six standards	◆	◆	

Chronic Absenteeism by Student Group

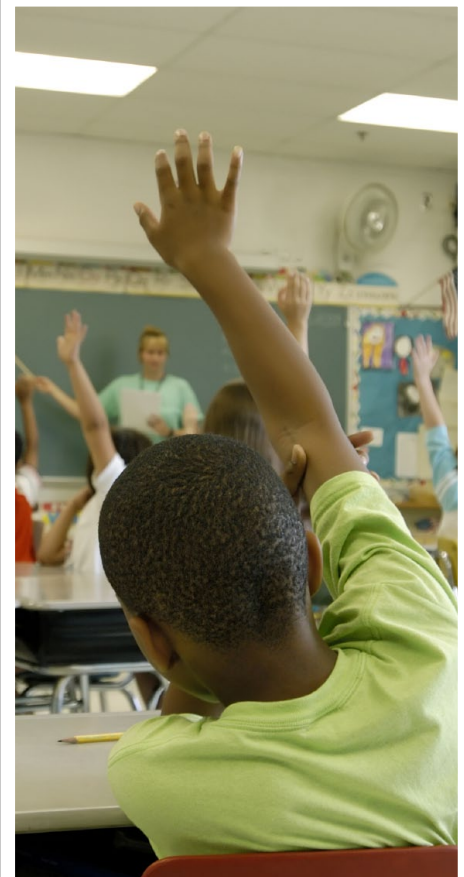
Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	372	371	49	13.20%	
Female	185	185	19	10.30%	
Male	187	186	30	16.10%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	4	4	0	0.00%	
Black or African American	4	4	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	320	320	45	14.10%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	2	2	0	0.00%	
White	37	36	4	11.10%	
English Learners	155	155	17	11.00%	
Foster Youth	3	3	1	33.30%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	307	306	48	15.70%	
Students Receiving Migrant Education Services	16	16	1	6.30%	
Students with Disabilities	38	37	7	18.90%	

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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 Pen-tathlon 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.



California School Dashboard

The California School Dashboard (Dashboard) <https://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.



SARC Reporting in the 2020–21 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

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Le Grand ES		Le Grand Union ESD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Le Grand ES		Le Grand Union ESD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 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 2019–20 school year.

** This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.





CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

** This school did not test students using the CAASPP for Science.





Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)

Assessment Name: NWEA

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	359	310	86%	14%	37%
Female	176	155	88%	12%	43%
Male	183	155	84%	16%	32%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	318	268	84%	16%	38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	32	32	100%	0%	37%
English Learners	129	129	100%	0%	22.40%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	248	248	100%	0%	32%
Students receiving Migrant Education services	27	26	96%	4%	19%
Students with Disabilities	37	32	86%	14%	12%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





Local Assessment Test Results by Student Group: Mathematics (grades 3-8)

Assessment Name: NWEA

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	359	309	86%	14%	27%
Female	176	155	88%	12%	29%
Male	183	154	84.00%	16.00%	25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	318	268	84%	16%	26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	32	32	100%	0%	37%
English Learners	129	129	100%	0%	12.40%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	248	248	100%	0%	21.30%
Students receiving Migrant Education services	27	26	96%	4%	11.50%
Students with Disabilities	37	32	86%	14%	9%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





Textbooks and Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Le Grand Union Elementary School thoroughly inspected each of its classrooms at the start of the 2019-20 school year to determine whether or not each class had sufficient and good quality textbooks and instructional materials. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at Le Grand Union Elementary School are in adequate supply and in fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Textbooks and Instructional Materials List			2021-22 School Year
Subject	Textbook	Adopted	
Reading/language arts	<i>Treasures</i> , Macmillan/McGraw-Hill (K-6)	2010	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-8)	2018	
Science	Macmillan/McGraw-Hill	2008	
Science	Holt (6-8)	2008	
History/social science	Studies Weekly (K-8)	2019	

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		2021-22 School Year
Le Grand ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

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.

Quality of Textbooks

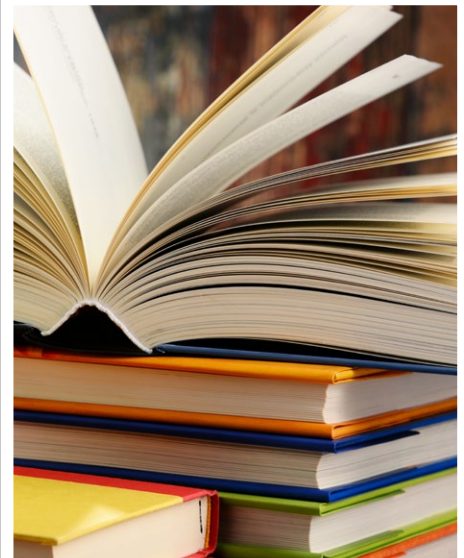
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
2021-22 School Year	
Data collection date	9/14/2021



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.

School Facility Good Repair Status		2021-22 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)	Fair	
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	8/30/2021	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Rm. K2, Ceiling tile that is coming apart. Rm 7 Broken window near the rear of the class, light covers are dirty. Rm 12. Carpet is stained. Rm 19, The carpet has become unglued and has become a tripping hazard. Rm 22, The exit sign and emergency lights at the front door do not work. Rm 23, There are stained and damaged ceiling tiles in the front of the room. Primary girls bathroom, there is a leaking toilet. Library, the exit sign exiting the Vice Principal's office is not working. Lounge, there is rusted metal at the exterior and the wall by the sink that needs to be patched and painted. All repairs have either been completed, or are in the process of being repaired.	October 2021

School Facilities

Le Grand Elementary School was built in 1953. Under normal circumstances, 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 open 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, 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.



*School Motto:
Small school ... BIG dreams!*

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.0	88.2%	15.0	88.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	5.9%	1.0	5.9%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	1.0	5.9%	1.0	5.9%	18,854.3	6.9%
Total Teaching Positions	17.0	100.0%	17.0	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Le Grand ES	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Le Grand ES
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Le Grand ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



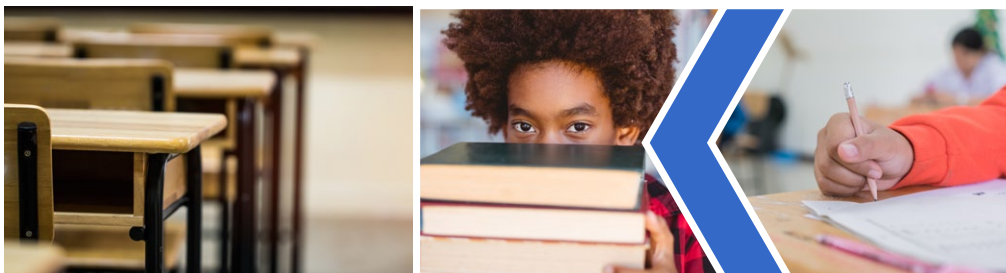
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	1.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	0.26
Resource specialist (nonteaching)	1.00
✧ Not applicable.	



Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

Salary Data			2019-20 Fiscal Year
	Le Grand Union ESD	Similar Sized District	
Beginning teacher salary	\$49,611	\$47,265	
Midrange teacher salary	\$71,022	\$69,813	
Highest teacher salary	\$85,316	\$91,237	
Average elementary school principal salary	✚	\$113,466	
Superintendent salary	\$135,531	\$131,359	
Teacher salaries: percentage of budget	30%	30%	
Administrative salaries: percentage of budget	4%	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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Le Grand ES	\$11,429	\$73,343	
Le Grand Union ESD	\$11,429	\$73,343	
California	\$8,444	\$72,352	
School and district: percentage difference	◆	◆	
School and California: percentage difference	+35.4%	+1.4%	

✚ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$14,263
Expenditures per pupil from restricted sources	\$2,834
Expenditures per pupil from unrestricted sources	\$11,429
Annual average teacher salary	\$73,343



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.

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 January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	245	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	120	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	212	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	198	NT	NT	NT	NT
Students receiving Migrant Education services	13	NT	NT	NT	NT
Students with Disabilities	25	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.





ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	245	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	120	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	212	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	198	NT	NT	NT	NT
Students receiving Migrant Education services	13	NT	NT	NT	NT
Students with Disabilities	25	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	359	310	86%	14%	37%
Female	176	155	88%	12%	43%
Male	183	155	84%	16%	32%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	318	268	84%	16%	38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	--	--	--	--	--
White	32	32	100%	0%	37%
English Learners	129	129	100%	0%	22.40%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	248	248	100%	0%	32%
Students receiving Migrant Education services	27	26	96%	4%	19%
Students with Disabilities	37	32	86%	14%	12%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8)
Assessment Name: NWEA

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	359	309	86%	14%	27%
Female	176	155	88%	12%	29%
Male	183	154	84.00%	16.00%	25%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	318	268	84%	16%	26%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	--	--	--	--	--
White	32	32	100%	0%	37%
English Learners	129	129	100%	0%	12.40%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	248	248	100%	0%	21.30%
Students receiving Migrant Education services	27	26	96%	4%	11.50%
Students with Disabilities	37	32	86%	14%	9%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

