

Le Grand Union Elementary School District

13071 East Le Grand Road Le Grand, CA 95333 ▪ (209) 389-1040 ▪ www.legrand.k12.ca.us



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Le Grand Elementary School

Grades K-8
CDS Code 24-65722-6025498

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13071 East Le Grand Road
Le Grand, CA 95333
(209) 389-1040

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We feel the need ... the need to succeed!



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 August 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

Freddy Torres, President

Roger Valladao, Clerk

Freddie Chavez

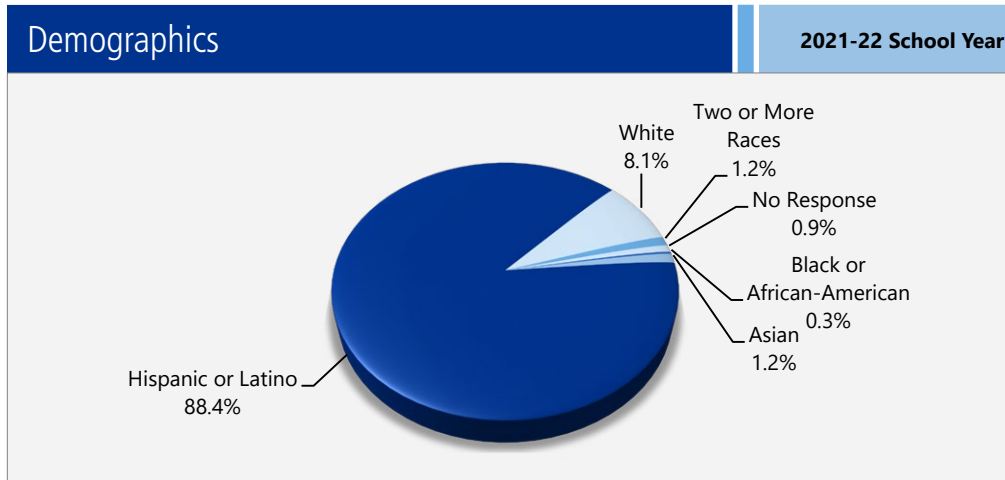
Diana Smith

Adam Shasky



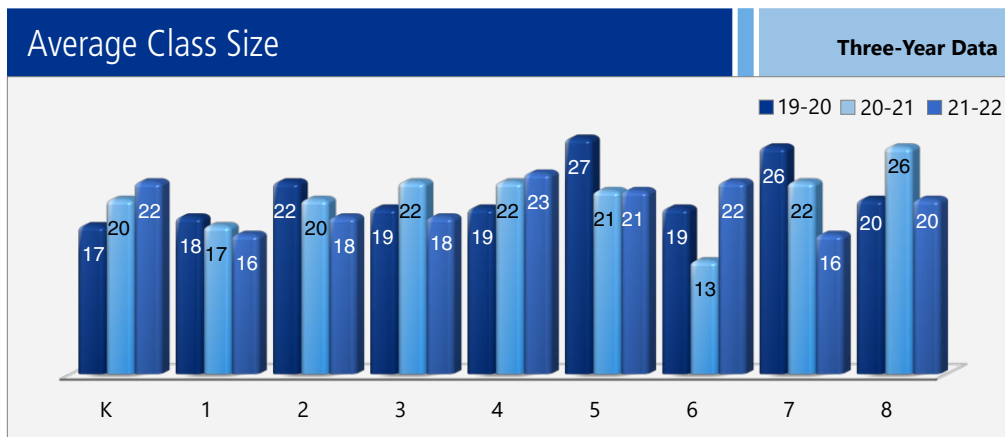
Enrollment by Student Group

The total enrollment at the school was 345 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



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.



| Number of Classrooms by Size | | | | | | | Three-Year Data | | |
|------------------------------|--------------------|-------|-----|---------|-------|-----|-----------------|-------|-----|
| | 2019-20 | | | 2020-21 | | | 2021-22 | | |
| 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 | | 2 | | 2 | | | 2 | | |
| 3 | 2 | | | | 2 | | 2 | | |
| 4 | 2 | | | | 2 | | | 2 | |
| 5 | | 1 | | | 2 | | 2 | | |
| 6 | 2 | | | 2 | | | | 2 | |
| 7 | | 2 | | | 2 | | 2 | | |
| 8 | 2 | | | | 2 | | 2 | | |

Enrollment by Student Group

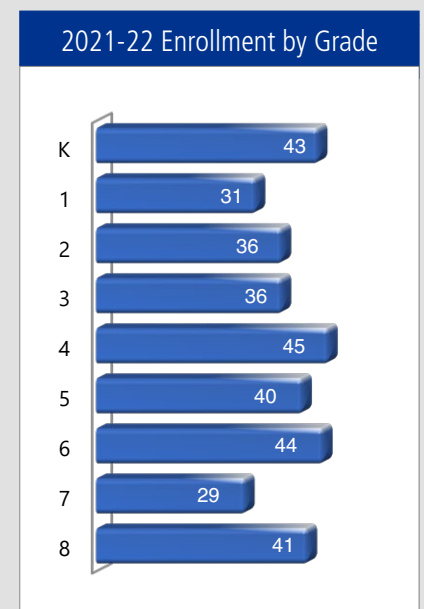
Demographics

2021-22 School Year

| | |
|---------------------------------|--------|
| Female | 45.50% |
| Male | 54.50% |
| Non-Binary | 0.00% |
| English learners | 42.00% |
| Foster youth | 0.00% |
| Homeless | 0.00% |
| Migrant | 2.90% |
| Socioeconomically Disadvantaged | 77.70% |
| Students with Disabilities | 8.70% |

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.





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 | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Suspension rates | 0.0% | 1.9% | 0.0% | 1.9% | 0.2% | 3.4% |
| Expulsion rates | 0.0% | 0.0% | 0.0% | 0.0% | 3.2% | 0.1% |

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 | | | 2021-22 School Year |
|--|------------------|-----------------|---------------------|
| Student Group | Suspensions Rate | Expulsions Rate | |
| All Students | 1.9% | 0.0% | |
| Female | 2.3% | 0.0% | |
| Male | 1.6% | 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 | 1.8% | 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 | 1.9% | 0.0% | |
| Foster Youth | 0.0% | 0.0% | |
| Homeless | 0.0% | 0.0% | |
| Socioeconomically Disadvantaged | 2.1% | 0.0% | |
| Students Receiving Migrant Education Services | 0.0% | 0.0% | |
| Students with Disabilities | 0.0% | 0.0% | |

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.



Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

| | |
|----------------|---|
| 2020-21 | 4 |
| 2021-22 | 4 |
| 2022-23 | 4 |



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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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 | | | | | 2021-22 School Year |
|---|----------------------------------|--|---|---|-----------------------------|
| Percentage of Students Participating In Each Of The Five Fitness Components | | | | | |
| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 5 | 100% | 100% | 100% | 100% | 100% |
| 7 | 100% | 100% | 100% | 100% | 100% |

Chronic Absenteeism by Student Group

| Chronic Absenteeism by Student Group | | | | | 2021-22 School Year |
|---|-----------------------|---|---------------------------|--------------------------|---------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate | |
| All Students | 368 | 363 | 84 | 23.10% | |
| Female | 175 | 171 | 43 | 25.10% | |
| Male | 193 | 192 | 41 | 21.40% | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.00% | |
| Asian | 4 | 4 | 0 | 0.00% | |
| Black or African American | 1 | 1 | 1 | 100.00% | |
| Filipino | 0 | 0 | 0 | 0.00% | |
| Hispanic or Latino | 326 | 321 | 74 | 23.10% | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.00% | |
| Two or More Races | 5 | 5 | 0 | 0.00% | |
| White | 28 | 28 | 9 | 32.10% | |
| English Learners | 155 | 153 | 30 | 19.60% | |
| Foster Youth | 0 | 0 | 0 | 0.00% | |
| Homeless | 3 | 3 | 3 | 100.00% | |
| Socioeconomically Disadvantaged | 289 | 285 | 68 | 23.90% | |
| Students Receiving Migrant Education Services | 10 | 10 | 1 | 10.00% | |
| Students with Disabilities | 39 | 39 | 14 | 35.90% | |

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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Science | ** | 11.25% | ** | 11.25% | 28.50% | 29.47% |

CAASPP Test Results in ELA and Mathematics for All Students

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 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English language arts/literacy | * | 30% | * | 30% | * | 47% |
| Mathematics | * | 14% | * | 14% | * | 33% |

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

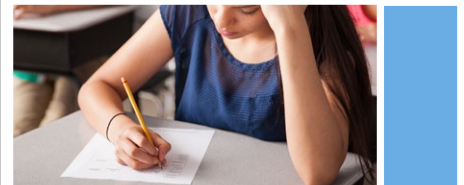
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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

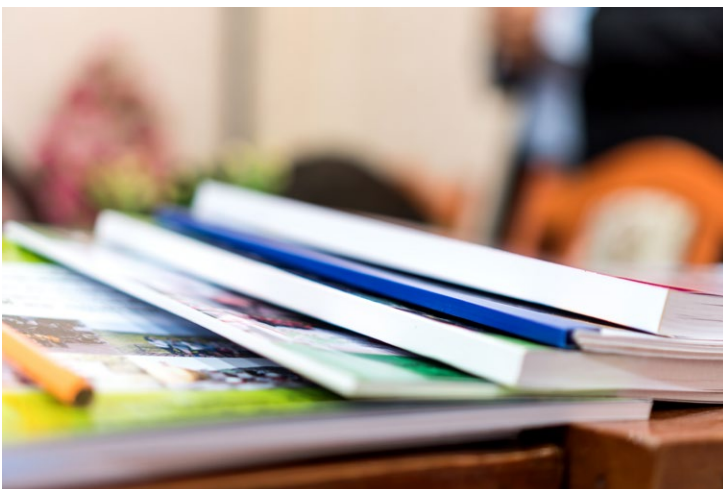
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2021-22 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| Science | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 83 | 80 | 96.39% | 3.61% | 11.25% |
| Female | 39 | 38 | 97.44% | 2.56% | 15.79% |
| Male | 44 | 42 | 95.45% | 4.55% | 7.14% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 71 | 68 | 95.77% | 4.23% | 10.29% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| English Learners | 33 | 31 | 93.94% | 6.06% | 3.23% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 68 | 66 | 97.06% | 2.94% | 9.09% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | ❖ | ❖ | ❖ | ❖ | ❖ |

❖ 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.

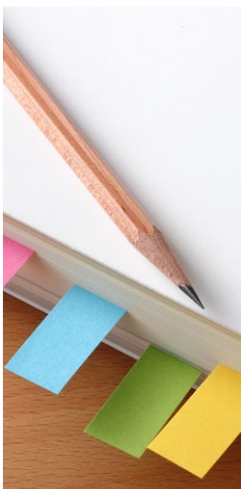




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2021-22 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| English Language Arts | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 239 | 236 | 98.74% | 1.26% | 29.66% |
| Female | 115 | 114 | 99.13% | 0.87% | 31.58% |
| Male | 124 | 122 | 98.39% | 1.61% | 27.87% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 211 | 208 | 98.58% | 1.42% | 28.85% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 18 | 18 | 100.00% | 0.00% | 27.78% |
| English Learners | 99 | 96 | 96.97% | 3.03% | 14.58% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 181 | 178 | 98.34% | 1.66% | 24.72% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 22 | 22 | 100.00% | 0.00% | 9.09% |

❖ 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.

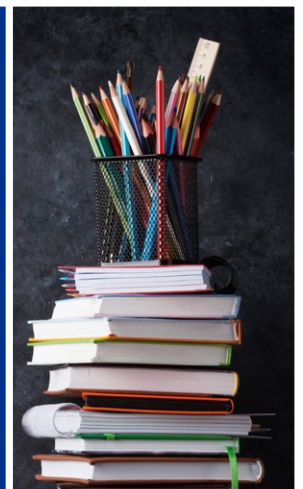
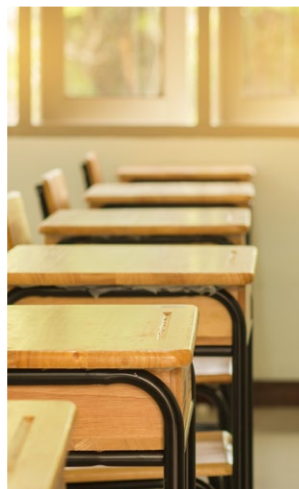




CAASPP Test Results by Student Group: Mathematics (grades 3-8)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2021-22 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| Mathematics | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 239 | 234 | 97.91% | 2.09% | 14.16% |
| Female | 115 | 113 | 98.26% | 1.74% | 11.50% |
| Male | 124 | 121 | 97.58% | 2.42% | 16.67% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 211 | 206 | 97.63% | 2.37% | 13.66% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 18 | 18 | 100.00% | 0.00% | 16.67% |
| English Learners | 99 | 96 | 96.97% | 3.03% | 7.29% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 181 | 176 | 97.24% | 2.76% | 10.86% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Students with Disabilities | 22 | 22 | 100.00% | 0.00% | 9.09% |

❖ 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.





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 | | 2022-23 School Year |
|--|---|---------------------|
| Subject | Textbook | Adopted |
| Reading/language arts | <i>Journeys</i> , Houghton Mifflin (K-5) | 2022 |
| Reading/language arts | <i>Amplify</i> (6-8) | 2022 |
| 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 | | 2022-23 School Year |
|---|--------------------|---------------------|
| Le Grand ES | Percentage Lacking | |
| Reading/language arts | 0% | |
| Mathematics | 0% | |
| Science | 0% | |
| History/social science | 0% | |
| Visual and performing arts | ✧ | |
| Foreign language | ✧ | |
| Health | ✧ | |

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on 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.

✧ Not applicable.

Quality of Textbooks

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

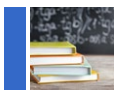
| Quality of Textbooks | |
|---|--------|
| 2022-23 School Year | |
| Criteria | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |

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 | |
|-----------------------|-----------|
| 2022-23 School Year | |
| Data collection date | 8/11/2022 |





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 | | 2022-23 School Year |
|--|--|---------------------|
| Items Inspected | | Repair Status |
| Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | | Good |
| Interior: Interior surfaces (floors, ceilings, walls and window casings) | | Good |
| Cleanliness: Pest/vermin control, overall cleanliness | | Good |
| Electrical: Electrical systems | | Good |
| Restrooms/fountains: Restrooms, sinks and drinking fountains | | Good |
| Safety: Fire safety, emergency systems, hazardous materials | | Good |
| Structural: Structural condition, roofs | | Good |
| External: Windows/doors/gates/fences, playgrounds/school grounds | | Good |
| Overall summary of facility conditions | | Good |
| Date of the most recent school site inspection | | 1/5/2023 |



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 | | 2022-23 School Year |
|--------------------------|---|-----------------------|
| Items Inspected | Deficiencies and Action Taken or Planned | Date of Action |
| Interior | Rooms 11 and 12: Stained carpet. Room 17: Ceiling tiles down/broken. Room 19: Carpet unglued. | Immediately completed |
| Cleanliness | Room 7: Broken window. Room 8: Clutter | Immediately completed |



"Preparing our scholars for the demands of college and career in the 21st century is a top priority."

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.





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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% |

| Teacher Preparation and Placement | | | | | 2021-22 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) | 17.0 | 94.4% | 17.0 | 94.4% | 234,405.2 | 84.0% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 0.0 | 0.0% | 4,853.0 | 1.7% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0% | 0.0 | 0.0% | 12,001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.0 | 0.0% | 0.0 | 0.0% | 11,953.1 | 4.3% |
| Unknown | 1.0 | 5.6% | 1.0 | 5.6% | 15,831.9 | 5.7% |
| Total Teaching Positions | 18.0 | 100.0% | 18.0 | 100.0% | 279,044.8 | 100.0% |

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/calpadsupdfdash201.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>.





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

| Teachers Without Credentials and Misassignments | | Two-Year Data | |
|--|--|---------------|---------|
| Authorization/Assignment | | 2020-21 | 2021-22 |
| Permits and Waivers | | 0.0 | 0.0 |
| Misassignments | | 0.0 | 0.0 |
| Vacant Positions | | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | | 0.0 | 0.0 |

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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>.

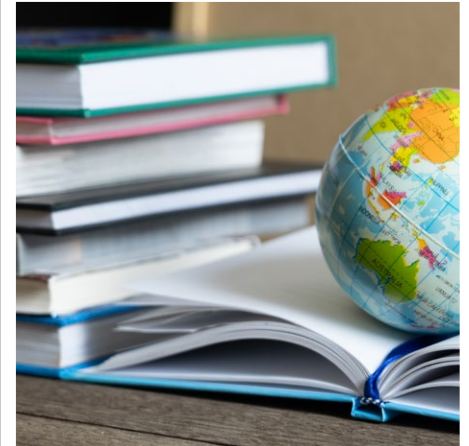
| Credentialed Teachers Assigned Out-of-Field | | Two-Year Data | |
|--|--|---------------|---------|
| Indicator | | 2020-21 | 2021-22 |
| Credentialed Teachers Authorized on a Permit or Waiver | | 0.0 | 0.0 |
| Local Assignment Options | | 0.0 | 0.0 |
| Total Out-of-Field Teachers | | 0.0 | 0.0 |

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

| Class Assignments | | Two-Year Data | |
|--|--|---------------|---------|
| Indicator | | 2020-21 | 2021-22 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | | 0.0% | 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% | 0.0% |



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

2021-22 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. | |

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>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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 | 2020-21 Fiscal Year | |
|--|---------------------|------------------------|
| | Le Grand Union ESD | Similar Sized District |
| Beginning teacher salary | \$51,595 | \$46,844 |
| Midrange teacher salary | \$73,863 | \$73,398 |
| Highest teacher salary | \$88,569 | \$93,345 |
| Average elementary school principal salary | ✱ | \$116,457 |
| Superintendent salary | \$138,919 | \$136,296 |
| Teacher salaries: percentage of budget | 29% | 30% |
| Administrative salaries: percentage of budget | 4% | 6% |

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 | 2020-21 Fiscal Year | |
|---|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Le Grand ES | \$10,813 | \$75,294 |
| Le Grand Union ESD | \$10,813 | \$75,294 |
| California | \$6,594 | \$74,053 |
| School and district: percentage difference | ◆ | ◆ |
| School and California: percentage difference | +64.0% | +1.7% |

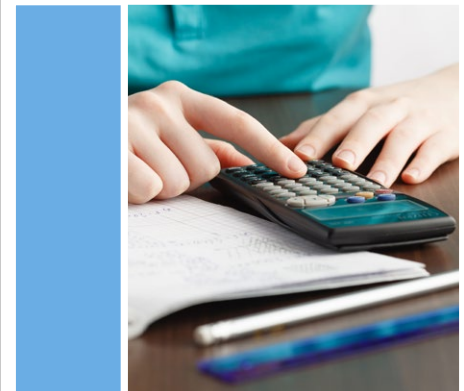
✱ The principal and superintendent are combined as one position.

◆ 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 | |
|---|----------|
| 2020-21 Fiscal Year | |
| Total expenditures per pupil | \$15,911 |
| Expenditures per pupil from restricted sources | \$5,098 |
| Expenditures per pupil from unrestricted sources | \$10,813 |
| Annual average teacher salary | \$75,294 |



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 2023.

School Accountability Report Card

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