

Colton Joint Unified School District
Grand Terrace Elementary School

Grades TK through 6
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2020-21 School Accountability Report Card

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Principal's Message

Welcome to the HOME of the EXEMPLARY SOARING EAGLES!

We are excited to rebrand Grand Terrace Elementary as the Exploration and Innovation Academy due to the diligence and dedication of our staff. Their commitment has inspired us to boldly explore the new frontiers in teaching and learning by creating a "Student Centered Personalized Learning Environment". Our passionate and determined teachers are striving to make learning relevant, engaging, challenging, interesting, inquiry based, and related to real world applications. We want students to be immersed in learning, feel the connection with the learning and their daily lives. Curiosity, Creativity, Control, Communication and Collaboration will be our guiding principles on this endeavor.

The Common Core Standards will continue to guide instruction and focus on preparing students to be College and Career Ready. Our Exploration and Innovation Wednesdays will continue to primarily focus on phenomenon based exploration of science standards. Our goal is to extend this approach of learning to math and social sciences as well. We will also continue to use the Prowise Boards to promote conceptual development of math strands and enhance core lessons. Personalized learning opportunities and coding instruction at each grade level, along with forming community partnerships, are the other avenues that we will continue to refine.

Along with success in academics, we also strive to instill a good moral character in our students. Our Positive Behavior Intervention and Support Program (PBIS) focuses on teaching students to SOLVE PROBLEMS, OWN THEIR BEHAVIOR, ACT RESPONSIBLY, and RESPECT THEMSELVES and OTHERS. Every Wednesday is a SUPERHERO DAY and we will focus on the 10 SUPERHERO POWERS to teach students to stand up against Bullying, Drugs, and Alcohol.

We are looking forward to a rewarding educational experience for our students. Working together we will make a difference and will ensure that every child will achieve to his/her full potential. Your support in making sure that home-work is completed nightly, students arrive at school on time each day, and staying in contact with the teacher is critical. We also encourage you to join ELAC/SSC, attend conferences, parent workshops, school programs, school events, or be a volunteer. It sends a message to your child that you care about his/her education.

On behalf of our staff, I also encourage you to contact us regarding concerns, suggestions, and also accolades. Your input is important to us, as we value it. I'm looking forward to another incredible year here at the home of the EXEMPLARY EXPLORING EAGLES!

Sincerely,

Neera Kohli

2021-22 Board of Education

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Contents

Principal's Message
Mission
Vision

School Description
Student Achievement

Local Control Accountability Plan (LCAP)
Parent Involvement

School Facilities & Maintenance
Classroom Environment

Curriculum & Instruction
Professional Staff

District Expenditures
SARC Data

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Mission

Our Grand Terrace Elementary Community is committed to developing resilient lifelong learners that positively contribute to the global society. Our students will reflect on their learning and their actions in an effort to become lifelong learners and creative thinkers.

Vision

Grand Terrace Elementary School is committed to collaborating with all stakeholders to create a modern learner-centered community that allows flexibility, encourages creativity, fosters curiosity, and promotes autonomy in every modality of learning.

School Description

Grand Terrace Elementary School is located in the southern region of Grand Terrace and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2020-21 school year, 592 students were enrolled, including 11.8% in special education, 17.2% qualifying for English Language Learner support, and 77.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.90%	Transitional Kindergarten	0
Male	48.10%	Kindergarten	71
Non-Binary	0.00%	Grade 1	64
Amer. Indian or Alaska Native	0.20%	Grade 2	83
Asian	1.00%	Grade 3	99
Black or African-Amer.	10.10%	Grade 4	82
Filipino	0.30%	Grade 5	80
Hisp. or Latino	79.90%	Grade 6	113
Native Hawaiian or Pacific Islander	0.00%	Ungraded	0
Two or More Races	0.80%		
White	7.60%		
English Learners	17.20%		
Foster Youth	0.80%		
Homeless	1.40%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	77.20%		
Students with Disabilities	11.80%		
Total Enrollment			592

Student Achievement

Physical Fitness

In the spring of each year, Grand Terrace Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are

considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

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

The 2020-2021 data cells have N/A values because these data are not comparable

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

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	192	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African-Amer.	40	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	296	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	304	NT	NT	NT	NT
Students with Disabilities	66	NT	NT	NT	NT

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	192	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African-Amer.	40	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	296	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	304	NT	NT	NT	NT
Students with Disabilities	66	NT	NT	NT	NT

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

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.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	81	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	31	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	66	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	69	NT	NT	NT	NT
Students with Disabilities	12	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Local Assessment Test Results

The Colton Joint Unified School District administered i-Ready local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21) Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	373	354	95	5.00	38
Female	192	184	96	4.00	41
Male	181	170	94	6.00	34
Amer. Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African-Amer.	41	40	98	2.00	30
Filipino	0	0	0	0	0
Hisp. or Latino	297	281	95	5.00	38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	*	*	*	*	*
White	45	43	96	4.00	40
English Learners	58	52	90	10.00	13
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	298	281	94	6.00	38
Students with Disabilities	64	59	92	8.00	22

Local Assessment Test Results in Mathematics by Student Group (2020-21) Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	374	351	94	6.00	19
Female	193	183	95	5.00	21
Male	181	168	93	7.00	16
Amer. Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African-Amer.	41	38	93	7.00	18
Filipino	0	0	0	0	0
Hisp. or Latino	297	280	94	6.00	18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	*	*	*	*	*
White	46	42	91	9.00	17
English Learners	58	53	91	9.00	6
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	299	278	93	7.00	19
Students with Disabilities	64	58	91	9.00	9

*At or above the grade-level standard in the context of the local assessment administered.

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.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan

(LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, and Blackboard Connect (automated telephone message delivery system). Contact the school office at (909) 580-5032 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- District Advisory Council (DAC)
- English Learner Advisory Council (ELAC)
- Schoolwide Events
- School Site Council

Committees

- District English Learner Advisory Council
- English Learner Advisory Council
- School Site Council

School Activities

- Assemblies
- Back to School Night
- Band Performances
- Class Performances
- Holiday Canned Food Drive
- Kinder Camp
- Parent Workshops
- Quarterly Attendance, Accelerated Reader, LEXIA Celebrations
- Science Fair
- Spirit Days
- Student of the Month (SOTM) Assemblies

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Grand Terrace Elementary School's original facilities were built in 1950's; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2021-22 Campus Improvements (in progress):

- Installation of new classroom furniture (single desk to replace double desks)
- Installation of two outside hand washing stations outside
- Installation of three outside water bottle filling stations and one water bottle filling station in the MPR
- Installation of hand sanitizer stations in all classrooms

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and an evening crew are assigned to Grand Terrace Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1950's
Acreage	8.5
Square Footage	71514.5
Quantity	
Permanent Classrooms	30
Portable Classrooms	4
Restrooms (sets)	2
Computer Lab(s)	2
Library	1
Cafeteria(s)	1
Staff Lounge	1
Work Room(s)	1

Facilities Inspection

The district's maintenance department inspects Grand Terrace Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Grand Terrace Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 30, 2021 - Wednesday, December 01, 2021. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, November 30, 2021			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Offices - Ceiling tiles are stained; ceilings have damage from cracks, tears, holes or water damage Library - Walls have damage from cracks, tears, holes or water damage; cabinets have dry rot from roof leak Lounge, Nurse's Office, Room 10, Room 11, Room 14C, Room 18, Room 22, Room 25 & Room 34 - Ceiling tiles are stained Room 05 - Plaster or paint is damaged; walls have damage from cracks, tears, holes or water damage Room 08 & Room 19 - Ceiling tiles missing, damaged or loose Room 28 - Ceiling tiles are stained; ceiling tiles missing, damaged or loose
(D)	Library - Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines)
(G)	Room 24 - Damage to exterior paint, plaster, or finish; damage to skirting or siding; missing or damaged downspout or roof drain

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and noon duty supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. The principal, assistant principal, teachers, and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, teachers, and noon duty supervisors monitor student behavior to ensure a safe and orderly departure.

Grand Terrace Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grand Terrace Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2021.

Classroom Environment

Discipline & Climate for Learning

Grand Terrace Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	18-19	19-20	20-21
	School		
% Students Suspended	2.7	0.2	
% Students Expelled	0.0	0.0	
	District		
% Students Suspended	5.0	0.0	
% Students Expelled	0.1	0.0	
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: Data collected during the 2020-2021 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.

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

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0.0
Female	0.0	0.0
Male	0.3	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.2	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	0.9	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.2	0.0
Students with Disabilities	0.0	0.0

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade	2018-19			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22.0		4	
1	23.0		4	
2	24.0		3	
3	24.0		3	
4	23.0		4	
5	29.0		3	
6	23.0	1	4	
Grade	2019-20			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22.0	1	3	
1	23.0	1	3	
2	20.0	1	4	
3	16.0	2	3	
4	23.0	1	3	
5	22.0	1	4	
6	24.0	1	3	
Grade	2020-21			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	6.0	11		
1	13.0	5		
2	10.0	8		
3	10.0	10		
4	13.0	8		
5	9.0	9		
6	10.0	11		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Grand Terrace Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2020-21)					
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	685	632	108	17.1	
Female	344	320	52	16.3	
Male	341	312	56	17.9	
Amer. Indian or Alaska Native	1	1	0	0.0	
Asian	7	6	1	16.7	
Black or African-Amer.	73	70	15	21.4	
Filipino	2	2	1	50.0	
Hisp. or Latino	539	498	83	16.7	
Native Hawaiian or Pacific Islander	0	0	0	0.0	
Two or More Races	7	7	1	14.3	
White	56	48	7	14.6	
English Learners	114	111	26	23.4	
Foster Youth	8	8	0	0.0	
Homeless	15	14	1	7.1	
Students Receiving Migrant Ed. Services	0	0	0	0.0	
Socioeconomically Disadvantaged	516	489	92	18.8	
Students with Disabilities	91	86	17	19.8	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Grand Terrace Elementary School revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Grand Terrace Elementary School held staff development training devoted to:

- Google Apps for Education
- Technology Training
- Distance Learning Platforms (Google & Seesaw)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Grand Terrace Elementary School supports ongoing professional growth throughout the year on minimum days and teacher collaboration days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2019-20, 2020-21, and 2021-22 school years, Grand Terrace Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2019-20 Training:

- LETRS Training
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute

- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- National Institute for School Leadership
- Next Generation Science Standards (NGSS) and Science Adoptions
- Student Services Summit (Focusing on Supporting Student Social and Emotional Health and Wellness)

2020-21 Training:

- Alludo (Online, Self-Paced PD for All Staff)
- CA Induction Program
- Colton Cohort (Orenda Data Review Sessions)
- Distance Learning Strategies (including Technology Tools)
- Equity
- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- Quality Teaching for English Learners (QTEL)

2021-22 Training:

- SBSS Standards for Math Practices
- Cognitive Coaching
- HSS Alive
- TEL
- Trauma Resource Institute
- Web Training

Grand Terrace Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
3	3	2

Instructional Materials

All textbooks used in the core curriculum at Grand Terrace Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science). The TK materials are from the district's most recent local adoption as there is no state board adoption list for these materials.

On Thursday, September 16, 2021, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 22-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to

all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	McGraw Hill, <i>Reading Wonders</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
History-Social Science		
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2021	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Mathematics		
2016	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
Science		
2020	Accelerate Learning, <i>STEMScopes</i>	0 %
2020	Amplify Education, Inc., <i>Amplify Science</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %

Professional Staff

Counseling & Support Staff

Grand Terrace Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Grand Terrace Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2020-21		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Library Media Technician	1	0.5
Nurse	1	*
Psychologist	1	0.4
Speech Therapist	1	0.6

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Grand Terrace Elementary School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Grand Terrace Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

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

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

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,358	\$50,897
Mid-Range Teacher Salary	\$81,477	\$78,461
Highest Teacher Salary	\$105,187	\$104,322
Superintendent Salary	\$233,203	\$297,037
Average Principal Salaries:		
Elementary School	\$128,744	\$131,863
Middle School	\$139,643	\$137,086
High School	\$153,777	\$151,143
Percentage of Budget:		
Teacher Salaries	32%	32%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2019-20 school year, Colton Joint Unified School District spent an average of \$13,689 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food

services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- State COVID Relief Funding
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,859	N/A	N/A	N/A	N/A
Restricted	\$281	N/A	N/A	N/A	N/A
Unrestricted	\$6,578	\$6,903	95.28	\$8,444	77.90
Average Teacher Salary	\$95,822	\$85,939	111.50	\$84,665	113.18

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

SARC Data

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <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.

Internet

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2021.