



GRATTON
School District

Gratton Charter

4500 S. Gratton Road • Denair, CA 95316 • 209-632-0505 • Grades K-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Gratton Charter

4500 S. Gratton Road
Denair, CA 95316
209-632-0505
grattonschool.net

District Governing Board

Kristin Johns-Stackhouse
George Tavernas
Ruth Villarreal
Phil Wagner
Jim Yardy

District Administration

Shannon Sanford
Superintendent

School Description

Gratton School District is a rural district located between the cities of Denair and Hughson to the east, in the heart of the San Joaquin Valley. The district houses Gratton Elementary School and Gratton Charter. Approximately 135 students kindergarten through eighth grade attend both schools. All students participate in fine arts programs as well as competitive sports. Additional information can be found at grattonschool.net.

Mission

Gratton School District is committed to prepare students, in a safe and supportive environment, to achieve academic excellence, including fine arts and athletics, and to develop leadership and interpersonal skills necessary to be successful when entering the next level of education.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 209-632-0505 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	11
Grade 1	16
Grade 2	11
Grade 3	11
Grade 4	14
Grade 5	11
Grade 6	13
Grade 7	11
Grade 8	12
Total Enrollment	110

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.9
Asian	4.5
Hispanic or Latino	15.5
White	77.3
Two or More Races	0.9
Socioeconomically Disadvantaged	10
English Learners	4.5
Students with Disabilities	4.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Gratton Charter	13-14	14-15	15-16
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Gratton Charter	13-14	14-15	15-16
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Gratton Charter	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Gratton School held a public hearing on September 8, 2015 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs the State of California. All students are given their own individual standards aligned textbooks and/or instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Standards aligned materials are reviewed by the certificated staff and a recommendation is made to the School Board. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin 2003 7-8 Holt 2010 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	K-6 Saxon 2008 7-8 Holt 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science	K-6 Scott Foresman 2008 7-8 Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman 2006 6-8 Prentice Hall 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The district has three permanent buildings, the Office Building constructed in 1974, the Gym Building constructed in 1988, the Kamm Building constructed in 2009 and two portables, one purchased in 1990 and the other in 2013. All buildings provide housing for offices, classrooms, library, computer lab, music room, kitchen and gym.

Maintenance and Repair

District maintenance staff ensure that the necessary repairs are made in a timely manner to keep the school in good working order.

Cleaning Process and Schedule

A janitorial service maintains a clean and safe environment daily.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/4/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/4/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--	--	--	63	92	77	59	60	56

* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	63	65	44
Math	56	60	33

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	77
All Student at the School	--
Male	--
Female	--
Asian	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	11	11	100.0	0	9	36	55
	4	15	14	93.3	14	14	50	21
	5	11	11	100.0	36	18	18	27
	6	13	12	92.3	17	33	33	17
	7	11	11	100.0	18	27	36	18
	8	12	11	91.7	9	18	64	0
Male	3	11	6	54.5	--	--	--	--
	4	15	6	40.0	--	--	--	--
	5	11	7	63.6	--	--	--	--
	6	13	6	46.2	--	--	--	--
	7	11	8	72.7	--	--	--	--
	8	12	5	41.7	--	--	--	--
Female	3	11	5	45.5	--	--	--	--
	4	15	8	53.3	--	--	--	--
	5	11	4	36.4	--	--	--	--
	6	13	6	46.2	--	--	--	--
	7	11	3	27.3	--	--	--	--
	8	12	6	50.0	--	--	--	--
Black or African American	4	15	1	6.7	--	--	--	--
Asian	3	11	1	9.1	--	--	--	--
	5	11	1	9.1	--	--	--	--
	8	12	1	8.3	--	--	--	--
Hispanic or Latino	3	11	1	9.1	--	--	--	--
	4	15	1	6.7	--	--	--	--
	5	11	2	18.2	--	--	--	--
	6	13	1	7.7	--	--	--	--
	7	11	1	9.1	--	--	--	--
	8	12	3	25.0	--	--	--	--
White	3	11	9	81.8	--	--	--	--
	4	15	11	73.3	18	9	45	27
	5	11	8	72.7	--	--	--	--
	6	13	11	84.6	18	27	36	18
	7	11	10	90.9	--	--	--	--
	8	12	7	58.3	--	--	--	--
Two or More Races	4	15	1	6.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	11	1	9.1	--	--	--	--
	5	11	1	9.1	--	--	--	--
	7	11	1	9.1	--	--	--	--
	8	12	1	8.3	--	--	--	--
English Learners	3	11	1	9.1	--	--	--	--
Students with Disabilities	4	15	1	6.7	--	--	--	--
	5	11	1	9.1	--	--	--	--
	6	13	1	7.7	--	--	--	--
	7	11	1	9.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	11	11	100.0	0	27	27	45
	4	15	14	93.3	7	36	43	14
	5	11	11	100.0	9	36	45	9
	6	13	12	92.3	8	50	42	0
	7	11	11	100.0	9	36	45	9
	8	12	11	91.7	18	27	27	27
Male	3	11	6	54.5	--	--	--	--
	4	15	6	40.0	--	--	--	--
	5	11	7	63.6	--	--	--	--
	6	13	6	46.2	--	--	--	--
	7	11	8	72.7	--	--	--	--
	8	12	5	41.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	11	5	45.5	--	--	--	--
	4	15	8	53.3	--	--	--	--
	5	11	4	36.4	--	--	--	--
	6	13	6	46.2	--	--	--	--
	7	11	3	27.3	--	--	--	--
	8	12	6	50.0	--	--	--	--
Black or African American	4	15	1	6.7	--	--	--	--
Asian	3	11	1	9.1	--	--	--	--
	5	11	1	9.1	--	--	--	--
	8	12	1	8.3	--	--	--	--
Hispanic or Latino	3	11	1	9.1	--	--	--	--
	4	15	1	6.7	--	--	--	--
	5	11	2	18.2	--	--	--	--
	6	13	1	7.7	--	--	--	--
	7	11	1	9.1	--	--	--	--
	8	12	3	25.0	--	--	--	--
White	3	11	9	81.8	--	--	--	--
	4	15	11	73.3	9	18	55	18
	5	11	8	72.7	--	--	--	--
	6	13	11	84.6	9	45	45	0
	7	11	10	90.9	--	--	--	--
	8	12	7	58.3	--	--	--	--
Two or More Races	4	15	1	6.7	--	--	--	--
Socioeconomically Disadvantaged	3	11	1	9.1	--	--	--	--
	5	11	1	9.1	--	--	--	--
	7	11	1	9.1	--	--	--	--
	8	12	1	8.3	--	--	--	--
English Learners	3	11	1	9.1	--	--	--	--
Students with Disabilities	4	15	1	6.7	--	--	--	--
	5	11	1	9.1	--	--	--	--
	6	13	1	7.7	--	--	--	--
	7	11	1	9.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Gratton School District maintains a website, grattonschool.net, containing event calendars, meeting agendas and minutes. Parents are encouraged to participate in the Gratton School Site Council or the Gratton School Parent/Teacher Club. Parents are also encouraged to complete the Customer Satisfaction Survey distributed by the district bi-annually.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety and disaster policies and procedures are reviewed yearly with all staff. Regular school wide disaster, fire, earthquake and lock down drills are practiced by students and staff.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K		10	11		1	1						
1			16			1						
2			11			1						
3		13	11		1	1						
4		8	14		1	1						
5		10	11		1	1						
6			13			1						
Other		8			1							

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.00
Social Worker	0.00
Nurse	0.25
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0.50
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

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

Professional Development provided for Teachers

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,852	\$39,948
Mid-Range Teacher Salary	\$51,795	\$57,401
Highest Teacher Salary	\$72,505	\$73,183
Average Principal Salary (ES)		\$94,578
Average Principal Salary (MS)		\$97,400
Average Principal Salary (HS)		
Superintendent Salary	\$91,286	\$112,657
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	7%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Gratton School receives state and federal funding for the following categorical funds and other support programs: Title I and Title II

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 this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				56,344
District	♦	♦		\$50,913
State	♦	♦	\$5,348	\$59,180
Percent Difference: School Site/District				0.0
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.