

# Colton Joint Unified School District Grand Terrace Elementary School

Grades TK through 6  
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## 2018-19 School Accountability Report Card

Published February 2020

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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

## Mission Statement

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.

## School 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 modified traditional calendar. At the beginning of the 2018-19 school year, 654 students were enrolled, including 11.6% in special education, 19.7% qualifying for English Language Learner support, and 76.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	8.10%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.30%	Kindergarten	88
Asian	1.20%	Grade 1	92
Filipino	0.60%	Grade 2	72
Hisp. or Latino	80.40%	Grade 3	85
Native Hawaiian or Pacific Islander	0.20%	Grade 4	114
White	8.30%	Grade 5	93
Two or More Races	0.90%	Grade 6	110
Students with Disabilities	11.60%	Ungraded	0
Socioeconomically Disadvantaged	76.10%		
English Learners	19.70%		
Foster Youth	0.30%		
Homeless	2.80%		
Total Enrollment			654

## 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	16.7	25.0	15.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	44.0	43.0	40.0	39.0	50.0	50.0
Mathematics (grades 3-8 and 11)	35.0	35.0	25.0	25.0	38.0	39.0

Note: 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.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	407	403	99.02	0.98	43.18
Male	203	200	98.52	1.48	34.00
Female	204	203	99.51	0.49	52.22
Black or African-Amer.	40	39	97.50	2.50	38.46
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	318	316	99.37	0.63	41.77
Native Hawaiian or Pacific Islander					
White	36	35	97.22	2.78	65.71
Two or More Races	--	--	--	--	--
English Learners	112	112	100.00	0.00	25.00
Socioeconomically Disadvantaged	341	338	99.12	0.88	39.05
Students with Disabilities	62	61	98.39	1.61	11.48
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	407	402	98.77	1.23	34.83
Male	203	199	98.03	1.97	27.64
Female	204	203	99.51	0.49	41.87
Black or African-Amer.	40	39	97.50	2.50	33.33
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	318	316	99.37	0.63	33.86
Native Hawaiian or Pacific Islander					
White	36	34	94.44	5.56	50.00
Two or More Races	--	--	--	--	--
English Learners	112	112	100.00	0.00	22.32
Socioeconomically Disadvantaged	341	338	99.12	0.88	31.07
Students with Disabilities	62	60	96.77	3.23	5.00
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

## 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 Assignment*, 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

## 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:

- General maintenance throughout campus

2019-20 Campus Improvements in Progress:

- Addition of murals in lunch area

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
	<b>Quantity</b>
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 Wednesday, June 19, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, June 19, 2019			
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)	Rm 16 - Holes in the wall by the entrance (WO #45797)
	Rm 21 - South wall needs patching (WO #45798)
(D)	K2 - Lights out (WO #45795 & 45796)

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 2019.

## 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			
	16-17	17-18	18-19
	<b>School</b>		
% Students Suspended	2.1	2.2	2.7
% Students Expelled	0.0	0.0	0.0
	<b>District</b>		
% Students Suspended	4.6	4.6	5.0
% Students Expelled	0.1	0.1	0.1
	<b>State</b>		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

### 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				
2016-17				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0		6	
1	23.0		3	
2	24.0		4	
3	23.0		4	
4	23.0		3	
5	29.0		4	
6	26.0	1	3	
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0	1	4	
1	24.0		3	
2	22.0		3	
3	23.0		5	
4	24.0		3	
5	29.0		3	
6	27.0	1	3	
2018-19				
Grade	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	

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

## 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 2018-19 school year, Grand Terrace Elementary School held staff development training devoted to:

- Close Reading
- Depth of Knowledge (DOK)
- Google Apps for Education
- Pro-Wise Boards
- STEAM
- Technology Training

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 session 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 2018-19 school year, Grand Terrace Elementary School's teachers attended the following events hosted by the Colton Joint Unified School District:

#### 2017-18 Trainings:

- EdTech
- English Language Arts Adopting
- English Language Development
- Mathematics
- Positive Behavior Interventions and Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

#### 2018-19 Trainings:

- Data Analysis
- Educational Technology
- Illuminate Training
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- LETRS (Specific training in beginning reading skills, focus on Phonemic Awareness)
- Mathematics
- Next Generation Science Standards (NGSS)

#### 2019-20 Trainings:

- LETRS Training
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Next Generation Science Standards (NGSS)
- Student Services Summit (Focusing on supporting student social and emotional health and wellness)

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		
2017-18	2018-19	2019-20
3	3	3

### 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 for English Language Arts and Mathematics 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

The History-Social Science and Science instructional materials are not from the most current state-board adopted list of materials, but the materials in use are aligned to state standards. The district is currently reviewing options for new science materials with implementation in 2020/21 and will be reviewing options for new history/social science materials in 2020/21 with implementation in 2021/22. 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 05, 2019, 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. 20-03 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 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
<b>English Language Arts</b>		
2017	McGraw Hill, <i>California Wonders</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
<b>History-Social Science</b>		
2006	Macmillan/McGraw-Hill, <i>California Vistas</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
<b>Mathematics</b>		
2016	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
<b>Science</b>		
2007	Macmillan/McGraw-Hill, <i>California 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) 2018-19		
	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 Assignment

During the 2018-19 school year, Grand Terrace Elementary School had 30 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	31	30	27	920
Teachers With Full Credentials	31	30	27	920
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	4
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	3

Note: "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.

## 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
	Beginning Teacher Salary	\$48,646
Mid-Range Teacher Salary	\$77,175	\$74,676
Highest Teacher Salary	\$99,632	\$99,791
Superintendent Salary	\$231,260	\$275,796
<b>Average Principal Salaries:</b>		
Elementary School	\$123,962	\$125,830
Middle School	\$125,262	\$131,167
High School	\$147,280	\$144,822
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	34%
Administrative Salaries	6%	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 2017-18 school year, Colton Joint Unified School District spent an average of \$11,812 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18 school year, the district received categorical, special education, and support programs funds for:

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

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,375	N/A	N/A	N/A	N/A
Restricted	\$421	N/A	N/A	N/A	N/A
Unrestricted	\$5,955	\$6,490	91.75	\$7,507	79.32
Average Teacher Salary	\$90,042	\$82,085	109.69	\$82,403	109.27

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

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Grand Terrace Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Grand Terrace Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Grand Terrace Elementary School is Grand Terrace Branch Library, a branch of San Bernardino County Library.

Address: 22795 Barton Rd., Grand Terrace  
 Phone Number: (909) 783-0147  
 WebSite: <http://www.sbcounty.gov/library/home/>  
 Number of Computers Available: 11

### 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 section were acquired in December 2019. Data to prepare the school facilities section were acquired in November 2019.